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A Plea for the Classics*

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IV. The neglect of the classic

It may be asked, then, why if the voice of the people ultimately determine the classics, and if the hall-mark of the classic be that it is an unending source of delight, why need you dissuade people from neglecting the classics? There is no doubt at all but that the classics are neglected as they have never before been neglected since the invention of printing. There are few men among scholars who make Homer or Horace or Dante or Chaucer or Shakespeare their daily delight, and most other people are content without reading them even once. It is the naked, honest truth; let us speak it out. We still keep up an innocent sort of fiction about it. Among even moderately educated people, a bowing acquaintance with the great books of literature is still an essential of social and mental respectability. You may get a divorce or rob the bank or be guilty of sharp practices in business or politics, and society will smile indulgently on you and take you to its arms; but if you ever confessed to an utter ignorance of the classics, society would gasp and shudder and brush its coat-sleeves after you passed. We pretend to measure a man's culture largely by his knowledge of the classics, but we fear to practice our pretence lest we lay bare our own deficiency. The latest literary sensation has the best chance to be read, and as there is always a literary sensation the classics are left to languish. And even those who do read

them once, usually put them away forever, forgetting, as Frederick Harrison says, that "these books have a daily and perpetual value, somewhat like that which the devout Christian finds in the morning and evening prayers; that the music of them has to sink into our souls by continual renewal, that we have to live in them and with them till their ideal world habitually surrounds us in the midst of our real world, that their great thoughts have to stir us daily anew, and their generous passion has to warm us hour by hour just as we need each day to have our eyes filled with the light of heaven and our blood warmed by the glow of the sun. For once that we take down our Milton we take up fifty times a magazine with something about Milton or about Milton's grandmother, or books stuffed with curious facts about the houses he lived in or the juvenile ailments of his first wife." This habit of being satisfied with anecdotage which is one of the worst forms of dotage; the habit of prying into private lives of famous men while the immortal work which alone makes them notable lies neglected, is the great literary sin of this amazing generation. Better one syllable that falls from lips anointed than a whole library about the poet's comings in and goings out! Better one burning word of prophecy than a thousand volumes about the prophet! No man was ever yet nourished into greatness by gossip. It is the common place things that narrow and belittle a man and one of the reasons why the classics are helpful and ennobling is that they deal with great achievement and rude, strong human

passions. Now you might very properly ask, why this universal neglect, if the classics are a real source of delight.

Well, first, as Mr Bates points out, there are the difficulties of a literary language in which a single phrase, like "loud-throated war" or "the plunging seas" sometimes hold great beauty imprisoned, which puzzles rather than pleases the reader who is not book-minded. It is said that Keats shouted with delight on first finding Spencer's phrase "sea-shouldering whales," the whole picture of the whale, lifting the great waves on his shoulders as he pushes through the water, being painted by a single master stroke, as a dark landscape is suddenly lighted up by a flash of lightning. To appreciate an epithet like that requires a taste for literary style, which, like the taste for olives and oysters and most other good things in art or in cooking, is an acquired taste and needs cultivation.

Secondly, it is hard to rise emotionally to the level of the classics. If you are perfectly satisfied with commonplace thoughts and rude or false or primitive emotions, if you have never had a yearning beyond the latest popular song or the rank sentimental stuff that sometimes clutches madly at our heart-strings in the name of "home" and "mother," you can have no relish for the deep soul-trying pathos of great books. But remember the fault is yours, not theirs. It is said that once at a dinner-party when Carlyle and Thackeray were guests, the conversation turned upon the great artist Titian. "One fact about Titian," said one painter, "is his glorious coloring," and a second said, "and his glorious drawing is another fact about Titian," and others added other glorious facts about Titian, until at last Carlyle, who knew nothing about art, lost his patience and broke out, "And here am I, a man made in the image of God, knowing nothing about Titian, and caring nothing about Titian, and that's another fact about Titian." Then spoke Thackeray. "Pardon me," said he; "that is not a fact about Titian. That is a fact, and a very deplorable fact,

about Thomas Carlyle." If you do not love the classics, the fault is yours, not theirs.

Again there is mental indolence, brain laziness, which makes us shirk the classics for books that give us nervous sensations instead of thought. It is not the great book which startles you most; it is not the volcano, as Lowell says, that gives a lasting and serene delight, but the quiet old giant mountain without a drop of fire-blood in his veins, lying there, basking his unwarmable sides in a sun no more everlasting than he. The writer who makes you think is incomparably above the writer who titillates or shocks you. A great many people think they are reading when in reality they are only killing time. They go through a mere passive reception of other men's thoughts without an active effort of the mind in the transaction. Much of what is called reading is only a sort of intellectual dram-drinking, giving pleasurable momentary excitement, but not improving nor enriching the mind, nor building up character. Do you know the meaning of the word? It comes from the same root as reason; to read means to reason. The process is something like this: straining one power of the mind to apprehend, another to judge, another for synthesis, another for analysis, another to remember, tracing out fine differences between some things and resemblances between some things and off contradictions and contrarities, until at length you bring all the various threads of a hypothesis together, see how one part coheres and depends upon another, this is reading; and it is the reluctance of people mentally lazy to make this effort that best explains the neglect of the classics. Yet this power of sustained effort is one of the tests of culture. It is said that no man is really educated who cannot read a dull book through; and I know of no surer gauge of mental power unless, indeed, it be listening to a dull lecture.

I can not dismiss this aspect of my subject without a glance at the cause of this brain laziness. The genial Autocrat says that the education of a child

ought to begin a hundred years before he is born, and indeed the easiest way to impart to a boy a love of the best books is to begin with his grandfather and allow the boy to inherit intellectual tastes. But there is another way to helping a boy to this love for the best books, and because the method is somewhat novel and likely to meet with some opposition I shall invoke in its support the great name of Dr Brownson. Late in life he spoke of his earliest years in this way: "I have had my joys and my sorrows but I have never known or imagined on earth greater enjoyment than I had as a boy, lying on the hearth of a miserable shanty, reading by the light of burning pine-knots some book I had just borrowed. I felt neither hunger nor thirst and no want of sleep, my book was meat and drink, home and raiment, friend and guardian, father and mother. There were in those days few children's books and none of them came in my way, for which I have been thankful. Old people may read children's books and find recreation in them; but they are unprofitable reading for children. It is a damage for children to have thoughts made easy for them. The earlier their intellects are taxed and the harder they are obliged to struggle to find some meaning in what they read, the better it is for them. Their minds grow by exercise and become strong; but children's books keep their mental digestion always weak and incapable of relishing even in after life strong, healthy and invigorating food. Hence in our day we are obliged to dilute literature for grown up men and women and write novels and romances and take care that we do not overload them with thought. We no longer train our children to be men, thinking men, or as Emerson says, men thinking. We do their thinking for them, what little thinking there is, and keep them children in understanding all their lifetime." To these strong words I can only add that a somewhat limited experience has established me in the belief that Dr Brownson's view is as correct as it is unfamiliar. I happen to know a writer

of most versatile gifts and of considerable reputation who enjoyed an acquaintance with Scott's novels at the mature age of seven and other cases of like character are by no means infrequent.

As a final reason for the neglect of the great books, I may instance the gossip of the drawing room and the club, the vulgar talk about the newest literary sensations which makes people ashamed of not knowing them, and, as nobody talks about the classics they are neglected for the other books. Thus it is true, as Ruskin somewhere says, that the chief of all the curses of this unhappy life is the universal gabble of fools, rendering the voices of wise men inaudible. We treat the prophets of literature much as an elder people treated the prophets of religion. Our fathers slew them and we build their sepulchres. They asked for bread when living and we give them a stone when they are dead. We rear costly monuments to them and then leave their books unread. We visit the birthplace of Shakespeare and view it with much the same emotions as those inspired in us by the prize pumpkin at the county fair.

V. Character of contemporary literature

And what is the mess of pottage for which we give up this golden heritage? What is the character of the contemporary, evanescent writing which usurps in our lives the place of the classics? Well, there is the novel of which we shall speak presently, there is the magazine which people read, they say, for general information, a thing about as profitable as whistling, and there is the newspaper. While you were sleeping during the early hours of this morning there was produced in this country alone more printed matter than was in existence over the whole world a century ago. But the newspaper from the very condition of its production can give you neither art nor truth. I am not speaking now of the journalism which is called new. It is not journalism and it is not new. It is as old as the shame of Noe; it is as old as the wickedness of Sodom and Gomorrhah. I am speaking of the better class of newspapers and I say that

the habit of reading them destroys the taste for solid thoughtful reading. They not only tell you the news, but they tell you what impression the news ought to make on you, thus paralyzing the judgment. They are often conducted utterly without principle. They are often absolutely venal, yet they have it in their power to lash the public mind into fury and to direct the policy of nations. This country is not wholly free nor ever will be until the tyranny of the newspaper over the minds of men is overthrown. It is all very well to read guardedly the news despatches over your breakfast, but the man who gives more than 15 minutes to the newspaper wastes his time and ought to be put in jail. If a man drugs his body and drowns his consciousness in drink, or if he seek to fling himself to his death, we cast him into a dungeon, but mental dissipation is publicly permitted, and the festive statistician snorteth in his nostrils and shouteth "ha! ha! See how enlightened we are, for every man can read his newspaper."

Next to the newspaper as a deteriorating influence I place current fiction, which is now swallowing up all other forms of literature, as Aaron's rod swallowed up the serpents. The old Latin poet, Lucretius, sighed for the day when the cup of learning should be smeared with honey, but I believe if he could taste the cup of learning today he would prefer it without the sugar. If you have a new theory of history, philosophy, theology or sociology nowadays, you must disguise it as fiction if you want it read. Last year novels were published in this country by thousands. Now, somebody must be reading these books and yet not one in every two hundred are worth an hour's time; not one in five hundred will survive the lustrum of publication. When you are tempted to read this stuff, think of Punch's advice to people about to marry: "Don't!" Or remember Sidney Smith's words: "When I hear of a new novel I always make up my mind to read—an old one," or Emerson's rule: "Read no book that is not a year old." That simplifies your choice amazingly.

A great novel may do more good than a book of sermons, because more people will read it; and for a similar reason a bad novel will do more harm than a wheelbarrowful of devils. And just now we need a literary quarantine, for the novel reading habit is epidemic. Any old rheumatic plot seems to do. Emotions are common enough, nervous sensations are common enough and in a rough careless way it is not difficult to set them down, and this accounts for that deluge of racking, heart-burning, nerve-consuming novels which mediocre people lose time in writing and other mediocre people lose time in reading. Apply the test of brains, of disciplined artistic form, of imagination, of experience and knowledge of actual life; apply the test of truth. Ground yourself in philosophy and challenge your novel by that standard. Apply the test of morals. Instead of stimulating you does it benumb your heart and brain; instead of exalting you does it debase; instead of making you emulous of great achievement does it destroy your faith in human goodness and render you incredulous of worthy motive? Remember this: Whenever you rise from your reading with a higher trust in God and a firmer faith in man, with a deep, honest love for what is best in thought and conduct; with purer love and nobler aspiration, be assured that you have read well. On the other hand, whenever you lay down a book with less love of God and less respect for religion, with less faith in manhood and less reverence for womanhood, with a diminished confidence in the dignity and possibilities of human nature, you may know with infallible certainty that, whatever it may be to others, it is a bad book for you. That is the ultimate test of any book; its effect on your mind and heart. Shun it as you love your own soul, shun it as you value your manhood or womanhood and your faith; for the connection between faith and morals is perhaps closer than you suspect.

Bear with me if I pursue this digression a little farther, for it is a subject very near my heart. To read evil books

is bad enough, but of all the foul and mean things on earth, the foulest and the meanest is to circulate them. O! it is a sin that cries to heaven for vengeance; it is a crime for which scourging and tears of blood would not be adequate repentance! And today the floodgates of this awful deluge are lifted full high, and evil books are thrust upon people, young and old, through the post-office, on the trains and in the book stalls. I charge you, Christian men and women, to constitute yourselves crusaders against this foul invasion. Whenever you meet one of these human buzzards, brand him publicly with the brand of Cain, cover him with shame and confusion if he have honor enough left to blush! Set your face steadfastly against evil reading; it is the noblest apostolate in which you can engage.

There are reasons why we may rejoice that our lives have been cast in this active and progressive age; but there are reasons, too, why a glance backwards should humble and subdue us. The number of books has been multiplied a thousand-fold, but the knowledge of the best books has not kept pace with the world in other respects. The good old custom of gathering round the family hearth and under the family roof-tree at fall of night has passed away, and the sober wholesome classics of that elder day are replaced by books which convey the impression that murder and marriage are about all there is in life. Much of our American society has become loutish and dull for lack of culture and our current literature has suffered from carelessness and want of scholarly refinement. Our young men spend their leisure hours in trivial entertainment or worse still in the pool-room and the saloon; and our young women have clubbed themselves into athletic clubs, in sheer self-protection, I suppose, and there is really very little real conversation in the world; because intellectual companionship is impossible when people do not read wisely. This is what a very clever young lady meant when she gave me her reason for remaining unmarried. "Why," said she,

"I have a parrot that swears, a monkey that chews and a stove that smokes and I always feel as if I had a man about the house." This is rather hard on the men, but it is a strong presentation of the sort of people we may expect to grow up in large numbers, like the fox-hunting and carousing squires of certain older countries, as a result of neglecting the books that are mentally nourishing and strengthening and enlarging.

But all this is history, will you permit me a moment of prophecy? Well, I look at the interest in primary education, the increased attendance at our colleges and academies, the noble discontent with the current status of culture, the reading circle movements, university extension work, the establishment of libraries, the founding of literary societies; and looming up in the future, I see a race of men with ideals nobly large, with minds deepened and quickened and broadened by the counsels of the wise and great, with a strong sense of awe and reverence, the fruit of converse with the mighty dead, with sane affections and chastened passions, turning away from the grosser pleasures of sense to the keen delights of the highest life and truest art. There will come a day when the plain people, as Lincoln called them, will no longer be mere hewers of wood and drawers of water for the nation; when taking for their watchword the dying words of Goethe, "Light, more light!" they will feed and thrive on the great books of the world; when the attractions of the gaming table and the public spectacle, the pool-room and the saloon will have yielded to the pleasures of taste; when high thinking shall be followed by noble living; when great books shall adorn the mind with beautiful thoughts, as rooms are hung around with beautiful pictures; when the spiritual impulse of great literature shall enforce the devotional teachings of religion and prepare the way for the fullest operation of divine grace. That day, please God, is not too far distant, and a happy day it will be for the world, for the next morning men will wake up and find themselves truly civilized.

A Library That's Alive*

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You remember Lewis Carroll's distinction between the name of a thing and what it's called and what it really is? My talk is really a discussion of how to get books read. A live library is one with a healthy circulation. Please note the adjective—healthy—not necessarily large. Any library can easily get a large circulation of third and fourth rate fiction, but it takes brains and push to circulate some of the books best worth while.

The university library, the scholar's reference library, the highly specialized library, are not up for consideration. This talk will be confined to the public library, that great continuation school of the American people, which, from the time formal education ceases, should minister to their educational needs.

So to get good results from books, you must go back of methods of circulation to methods of selection, for a wise selection is half the battle.

Let us take up then in turn the human machinery of the library; that is, the people who select and give out the books; the aim of the library; the principles which should govern the selection of this literature; the methods by which the right book may be made to reach the right person.

No collection of books, however good, will be used as it ought to be if not properly managed. Books need to be brought to people's attention today just as much as do Beechnut bacon and heatherbloom petticoats. The library needs live trustees, a live librarian, live assistants.

The chief duty of a live trustee is to know how to select a live librarian, and, having selected her, how far to let her alone. The business of a live librarian is to know her community and identify herself with all forces in it that are making for social betterment, to choose the best books for that community, to administer the library scientifically, but with the least possible amount of visible red tape,

and in such a way as to get the books read. Well-bred, healthy, well-educated, cheerful and alert assistants are a necessity. Low-grade help is often far from being economical. Tired assistants do not pay either. Perhaps too much attention has been given, within the last 20 years, to administrative detail along certain lines, but there has been too little investigation of the real cost to the library of cheap or of tired employees. A cataloger at \$40, who works slowly and makes many mistakes, costs the library more than a \$75 woman who is quick and accurate. The loss in library efficiency due to a careless or sulky loan desk assistant is not so easily measured in dollars and cents, but is very great. Low salaries mean frequent changes. It is expensive to keep training in new people. It is cheaper to raise salaries and keep assistants who know their work and their clientèle.

Over-tired librarians cannot turn off work or meet people as they should. Factories are finding out that their product is the same or greater when the working-day has been shortened by an hour or two. After many years of experience in various lines of library work, on schedules varying from 38 to 48 hours, I believe that more work, and that of a better quality, will be done by a conscientious assistant in 40, or at the most 42 hours a week, than on a longer schedule. Given a staff at once intelligent and alert, what should be their aim? Dr Richardson has said that the public library "primarily exists to provide popular literature." It may sometimes serve the scholar, but there are other libraries to meet his needs. The average public library should minister to the pleasure and well-being of the average man, and in so doing it is not wasting or misapplying its funds.

What kinds of popular literature shall the library provide? The literature of information, of recreation, of inspiration. Reading has a practical value, a pleasure value, a social value and an inspirational value. Its practical value lies in the sources of information it opens up, which mean increased efficiency in

*An address at Asbury Park, June 5, 1912.

life. Pleasure is gained by a few, from poems which appeal to the imagination and voice their unexpressed emotions, by many from heroic, pathetic and humorous stories. Humor is a great aid to wholesome living. It gives us a sense of proportion, helps us to bear annoyances, to scorn falsehood and pretension, to hate hypocrisy, to sympathize with people, besides ministering to our harmless laughter and amusement. The social value of reading lies in its enlargement of our understanding and sympathies and in its aid in the formation of right ideals. It tells us what our fellow citizens are thinking and feeling, and also what people of other countries think and feel and how they live. Books may thus, to a large extent, take the place of travel, by giving us pictures of people and customs other than our own. They make past times live again and help us to understand and to sympathize with people whose ideals differ from ours. These three classes of books, those having a practical, a pleasure, or a social value, are not necessarily good literature in the narrow sense of those words. Literature proper has an indefinable essence which cannot be analyzed or described, but must be experienced. In its highest development it is inspirational, that is, it quickens thought, stirs the imagination, delights by its beauty of words and form, and acts as a tonic on one's ideals.

Books of all these kinds should be found in our libraries. How shall we select them? What proportion shall one kind bear to another? Hard and fast rules cannot be given. Some libraries should be 75 per cent fiction. Others should contain a much lower proportion. It depends on the reading habits of the people in your community and on what you are trying to do there. Don't try to build up a "well-rounded collection of books." Your town probably needs a lop-sided collection which will emphasize some special interest or interests. A town where furniture is manufactured needs many books on furniture; a farming community, books on agriculture; a college town, many books along scholarly lines; a new and struggling li-

brary, a great many novels.

Try to provide something for everyone who is capable of reading a book, and then see that that someone gets the book you have provided. Just here a difficult question arises—how far shall we allow ourselves to be guided in selection by the taste of our readers? Shall we buy the best books, or the best books that people will read? Put a little money into the best, and a great deal into the best you can get read. Don't be too afraid of lowering standards. We have a new reading public. The old-time library was for the scholar, the new is for a far wider public—the "million unfit" readers. Don't keep so far above people's heads that they won't read at all, with the exception of those folks whose literary and ethical level is so low that public money should not be spent for their gratification. But remember that the library, like the art museum, is not established to reflect, but to instruct and guide the public taste. People often take the worse thing because it is at hand, when they would willingly take the better, were it offered to them.

Avoid all bias, religious, political or economic. Have books on both sides of a question. If you put in what Spargo and Walling have to say for socialism, don't refuse to put in what Ming says against it. Be as hospitable to Ida Tarbell as to Olive Schreiner when you come to the woman question.

Don't buy everything for which people ask. It's impossible, of course, and would be inadvisable if it were possible.

Don't, on the other hand, exclude from your library, books to which some people object. "So long as there is a public of every diversity of mental capacity, previous education, habits of thought, taste, ideals," says Mr Cutter, "you must, if you are to give them satisfaction or do them any good, provide many books which will suit and benefit some, and will do no good, perhaps in some cases may do harm, to others. It is inevitable." Things often offend in one generation or stage of culture that do not in another. A good example of a subject on which many people want and

expect to find books in libraries today, but to which other people still object, is sex hygiene. We are waking up to the evils wrought by silence and beginning to realize the vital necessity of clean, scientific information on sex, free from sentimental twaddle, for the young. Parents and teachers want books to help them give the proper instruction. Boys and girls whose legitimate questionings are unanswered at home or school need these books. Shall we librarians, because of the shock to the sensibilities of a few, refuse such books to the many? It seems to me that we have no right to refuse them. Of course, if three-quarters of the community objected to books of this nature, it would be better not to put them in the library, because too many readers would be alienated and nothing worth while accomplished.

Buy a great many books for children. Don't try to drive the adult into the pastures of good literature. It's a waste of energy. You'd better apply that energy in educating the child to love books that are worth while. Buying books for children should not be interpreted to mean books written for children. Allen Har-ker, in the preface to Elwes' *Modern Child*, tells of reading the Bible to a child of four. One day, he says, his evil genius prompted him to read from a book of digested and retold Bible tales. After listening for a while, the little boy, to whom he was reading, said: "Can't we have the other Bible book? This is so tinkly." Much of the literature written for children is "tinkly." Avoid it. Give the boy or girl something to chew on. It's as good for his mental digestion as the dentists tell us hard foods are for the teeth.

Buy largely for foreigners, if there are many in your community. Get books in their own tongues for the older people, plenty of books for learning English, books on citizenship, and easy books in English. You'll have no trouble in getting these read if you advertise them at all. Your only difficulty will be in getting copies enough of the books. In teaching these people of foreign birth,

who bring to us so much in return for what we give them, our language, our customs, our history, we are performing valuable public service.

Buy a few standard works, even if the demand is slight, and get them in good editions. There is a good deal to be said for the educative value of a fine edition.

Don't buy complete works, but buy many copies of those of an author's books in greatest demand.

Ask advice from specialists, then use your own judgment about following it. They are likely to scorn the popular treatise which is just what your average reader needs.

Buy technical, scientific and business books if your community needs them and your income warrants it. Such books are expensive because it is necessary to have the latest edition. Their library life is much shorter than that of books on history and literature.

What proportion of fiction shall we buy, and what principles shall govern our choice of novels? As has already been said, no rule can be laid down as to the amount of the book fund to be spent for fiction. Do not be afraid to spend a good deal in this way. Select carefully and duplicate freely. The small library has an easier problem, when it comes to fiction, than the large, because it can always point to its limited book fund as a good reason for buying only the best novels.*

Gifts call for a word or two before we take up the question of how to get books read. Beware of gifts! Welcome them, but don't accept any with strings to them. Take what your library really needs from a lot of books, sell or give others to libraries that can use them, and throw away others. Don't say to yourself, it costs nothing to keep this and I may need it some day. It does cost something. Cataloging costs, dusting costs. It costs to provide shelf room. A live library is not a storage reservoir. Borrow the book you need

*See page 55 for discussion of novels by Miss Bacon.

occasionally and confine your stock to what your community will use.

How shall we get our books read? If we have selected the books with care and secured the right sort of assistants, all that remains to be done is to let people know what the library has for them, in other words, to advertise, and to make it as easy as possible for readers to draw books.

Many people are afraid of library red tape. Have as little as possible and keep what you must have out of sight as far as you can. A leaflet for distribution in schools, clubs, etc., telling how to get a library card and to what privileges it entitles one, is useful.

How can we best advertise our literature? The best way is by showing the books themselves. Because we have open stacks it does not follow that people notice all the books we have. Try the rotation plan. Bring out a few volumes at a time and put them on special shelves. Group an author's books in this way. Show a selection of books on some topic uppermost in the public mind; if a religious convention, or a convention for social work meets in your town, display what you have on the topics they are discussing. Be careful not to show books that are out of date. A good novel, a clever essay, are as good at one time as another, but most of the science, economics and religion of past decades has no appeal for live folks today. Its only value is historical. Again, certain books have their seasons, just as marbles and baseball do. Don't try to boom them out of season. A good portrait or other picture often helps greatly in calling attention to a specially selected group of books.

Such collections should be noticed in the local papers. Most papers will print such items of library news as they can see will appeal to their readers. Such library notes must have snap and go. Send them to your papers as often as you can. Sometimes send lists of books, especially of new books. I know it is heresy to say so, but I have strong doubts of the wisdom of printing lists of books most in demand. Why try to make people any

more like sheep than they naturally are?

Mrs Brown won't wear a gored skirt this year because all the other women are not wearing them. And she won't read *Jane Eyre*, or *The Light that failed*, or *The story of Thyrsa*, because we librarians tell her that everybody is reading *Tante* or *Carnival* or *Japonette* and she wants to be in fashion. She may be a woman who'll be bored to distraction by the delicate and long-drawn-out analysis of the artistic temperament in *Tante*, and who would just love *Jane Eyre*. But enjoyment is not for her. She must conform. So she dons a skirt in which she finds difficulty in walking and goes to the library to get a book she finds difficulty in reading!

Why not stop creating a demand we cannot possibly satisfy for best sellers and boom our older novels? It can be done. Attractive bindings, especially red ones, when a book is rebound, help. Short lists help. So do exhibits of novels and notes in the papers. Lists of books on all sorts of subjects for distribution are a valuable advertisement. A large library should make many. Even the small library can afford some, by arranging with a local paper to strike off 50 or 100 copies of lists sent it for publication. The expense will be slight.

Other ways of advertising are by talks in the schools, before the woman's club and other organizations. Don't forget to let the Grange know about your books on rotation of crops, nitrifying bacteria in the soil, etc., nor to let the G. A. R. know what books you have on the Civil war. If you can't give talks before all these organizations, you can send them notices to be read or posted in their club rooms, telling them what their library has of special interest to them.

Do the business men know what books you have on scientific management, etc.? Do the dressmakers know that you have books on dressmaking? Do the mothers know what you have on cooking, on household plumbing and sanitation, the care of the baby and the management of children? Can't you reach more of them through the Mothers' meetings in

the churches? Do your city officials know what literature you can furnish on municipal affairs?

Some folks think the library is for literary highbrows only! Other folks think it consists mostly of silly novels read by sillier women. It's up to us, as librarians, to show these folks how mistaken they are, by advertising our other wares.

In a small town, readings from new books, welded together by a little book-talk, may be a good scheme. A live library in New York state is to try it next winter.

But, after all, the main thing is to know books, know them from A to Z, so that we can talk intelligently about them, and then to be able to size up people quickly. We must know all sorts of books, sometimes at first hand, more often at second-hand, and we must make time to talk them over with people who want to talk—not all do. Novels cannot be served over a counter with the same despatch as caramels.

We must be able to substitute when we have not the book called for. Ever so many people ask for a certain history or other book because they have happened to hear of it. Such people are often very ready to take another, which may meet their need better if the librarian has the wit to suggest it. Many books sit idly on our shelves collecting dust because many library assistants content themselves with saying, "the book you want is out," instead of finding out just what information the reader is seeking and supplying it in some other form. This is another illustration of the necessity of well-educated and well-paid assistants. Almost anyone can find out whether 352St9 is in. But almost anyone cannot select the right substitute.

We must learn to judge books, not simply as good or bad in themselves, but in their relation to certain people. A book may be good at a certain age, or a certain stage of culture, and not at another. It may appeal to one temperament and not to another.

So we must all be experts in sizing up people. Some people like to be

helped, others to be let alone. The tired business man wants a novel that will amuse him, one that tells a rattling good story. Don't offer him the subtleties of problem novels. Learn to distinguish between the club woman with the trained mind, who is prepared to put serious work on her essay, and the one who wants to spread a little near-thought on good white paper and flourish it before the eyes of her fellow clubbers, while she assails their ears with syllables that make them think they're thinking! Far be it from us to decry even this, so far as it is sincere. I am only making the point that much time is not profitably spent in helping a woman who doesn't know the difference between Mendelism and syndicalism, write a paper on heredity! Or in helping another get material on "The poetic inheritance of the American child," when she tells you she doesn't want books on the development of American poetry—she wants to go into it "much more deeply than that," and to confine herself to collections of poetry written by children in America in colonial times! Every librarian should read Mrs Wharton's club-woman story, *Xingu*, in *Scribner's* for Dec., 1911.

Many of us blunder badly when we try to size up the foreigner. Let me read you a paragraph or two from "Our new Americans," an address given by Miss Marguerite Reid, of the Providence public library, before the Massachusetts library club last January.

"We are too apt to forget, it seems to me, that our foreign-speaking friend offers his contribution to the melting pot, that he brings with him an inheritance of old-world culture. Emil Reich has called Italy, from which land most of our immigrants arrive, the 'most gifted nation of Europe,' one that may contribute to our intellectual elevation. The literary taste of the Italian, his love for the classics of his own literature, is in marked contrast to the reading tastes of our native public. A working-man, apparently illiterate, to judge by his appearance, will be thoroughly conversant with the classics of his native literature, not by

title but by actual working knowledge, as evidenced by an experience I had. An ordinary, rather rough-appearing man asked me to help him find the sequel to the 'Orlando Furioso,' which I did not readily locate. I asked him if he were sure it wasn't the 'Orlando innamorato,' upon which the 'Furioso' is based, that he had in mind, and he scornfully replied, 'No,' that he had read it all, he wanted to locate the death of Orlando, and merely wished to know if we owned it. He was thoroughly at home in his subject, in spite of the fact that these three poems were written as long ago as the fifteenth century by different men, and yet, judging by his appearance, were he an English-speaking member of society, we would have offered him Sherlock Holmes to bait him.

It is well for us to remember that the Italian barber reads Dante with avidity and is more familiar with Shakespeare than many of us. The volumes of Carducci, the greatest poet of our day, are in steady demand, in spite of their rather awesome dress in a classic edition."

To sum up, select with care both your books and your assistants and advertise freely. Then your books will be read. Avoid the paternalistic and the wiser-than-thou attitude. Show your wares, but don't ram them down people's throats. The thing that matters most in a library is the personality of the librarian. It takes gumption to get results. And librarianship is not the "nice, clane, aisy job" that some teachers who don't like teaching and some preachers who don't like preaching, think it is.

But we have chosen it for our work. Let us do our best in it.

The platitudes of by-gone days
That other folks have muttered
I've dragged from many a hiding-place
And once again have uttered—
There's really nothing new to say
For one who takes the floor;
Librarians have said it all
"Hitherto herebefore!"

"Hitherto herebefore" is borrowed from my favorite poet, Julia Moore, the sweet singer of Michigan!

What Novels?*

Don't put into your library a novel that the majority of the community think ethically rotten. On the other hand, don't hesitate to put in one that a few people think demoralizing. Remember that George Eliot was once considered morally harmful and Trilby was called obscene!

Avoid novels (a) that make a direct appeal to the lower nature. Here I would include novels written to pander to race prejudice and hatred, such as some of Dixon's, novels that glorify the lust for wealth and those that enthrone the animal over the spiritual nature, setting passion above principle, even to the point of exalting passion into a rule of life. (b) That confuse right and wrong, blurring our ethical vision. Mrs Ward does this in *Marriage a la mode* when she scores her heroine for refusing to stay with and bear children to a man who did not love her, who married her for her money and who hadn't backbone enough to keep him out of dissipation when she left him. Daphne parted from her husband for selfish reasons, but she ought have left him for other reasons, and Mrs Ward falls down badly when she uses this particular situation as an argument against divorce. Some people would class Tinayre's *Shadow of love* here, arguing that the heroine's fall is glossed over and made little of. (c) That are so slushy that they are intellectually and ethically debilitating. Barclay's *Through the postern gate* is a good example of this spineless literature of warm and damp affection. It oozes love on every page—the love of a middle-aged woman for a boy whom she finally marries. (d) That are untrue to life through an impossible psychology, or one-sidedness, or morbidness. Nesbitt's *House with no address* is a good example of the last, Chambers' *Common law*, of the first. Michaelis' *Dangerous age* is one of the novels that seem to me untrue to life, for the reason that the author has taken a type of the middle-aged woman,

*Extract from article on "A library that's alive," p. 50.

a woman who married without love and never bore a child, who was from the beginning shallow, selfish and over-emotional. That woman exists. We all know her. But she is not the norm for the woman of 45.

Shall we have in our libraries novels on as low a literary level as those of Rosa Nouchette Carey and Clara Louise Burnham? Why not, if people want them? They are fairly well written, not so mushy as Barclay's later novels or many others that might be mentioned, and ethically superior to Chambers or Hichens.

What about Porter's *Harvester*? Put it in by all means and duplicate it freely. It is silly in spots and over-sentimental, but this is balanced by its wholesome attitude towards out-of-doors and towards money-getting as the chief end of existence. Of course, it is not literature.

Here comes Robert Chambers, whose novels are of a much higher grade of literary workmanship, with his *Common Law*. Shall we add that? Now, that the hue and cry is over, and we all have decided for or against the book, suppose we try to state calmly some reasons for its exclusion from our library shelves. Its insincerity and vulgarity form a sufficient reason. In speaking of its vulgarity I am not finding fault with the opening chapter describing Valerie's first experience as a model—that was done with decency and restraint,—but with the atmosphere of the book as a whole. Valerie is a psychological monstrosity. The girl Chambers assures us, that she is, could not have done the things that Chambers assures us she did. He tried to write a novel at once sufficiently risqué to catch one class of readers and sufficiently proper to attract another class. This is as difficult a feat as it would be to advocate simultaneously the candidacy of both Taft and Roosevelt. Mr Chambers' art suffered in the attempt.

Yet there are readers who call Valerie a "sweet girl," who find no fault with Mr Chambers' ethics, but whose individual hairs (at least such of them as are rooted in their own heads) would stand

on end at the thought of having Kauffman's House of bondage in the public library.

The House of bondage is horrible. So is a surgical operation. But it never confuses moral issues nor describes evil for the sake of rolling it as a sweet morsel under the tongue. It is a clean-cut, unsentimental picture, drawn with the restraint of art, of conditions that are poisoning our civilization. It is a powerful tract rather than a novel. Perhaps the word tract is a misnomer, for Kauffman does no direct preaching. He lets the facts preach. It is not a book for young boys and girls who lead sheltered lives. It is a book for young people exposed to the dangers of which it treats, and for all adults. Here, then, is a book whose subject matter is loathsome, but whose trend is distinctly ethical. No one can read it and doubt that the wages of sin is death.

It cannot be repeated too often that morality is a question of treatment rather than of subject-matter, and that the knowledge of disagreeable facts is often necessary, and cannot harm us if we keep fast hold on spiritual values. Vachell's recent novel, *Blinds down*, is a telling account of what is likely to happen when one denies the existence of the unsavory facts of life.

The novel that degrades our intellect, vulgarizes our emotions, kills our faith in people, is an immoral book; the novel that stimulates thought, quickens our sense of humor, gives us a deeper insight into men and women, a finer sympathy with them, and arouses a spirit of helpfulness towards them, is a moral book, let its subject-matter have as wide a range as life itself.

But what about the girl of 16? The sixteen-year old girl who reads the newspapers and popular magazines and sees modern plays has not much left to learn of the shady side of life. In any case, libraries are for men and women as well as children. Nor should the entire responsibility of what the girl reads be put upon the shoulders of the librarian. The girl's mother should take at least as

much interest in the style of book her daughter reads as in the style of gown she wears.

Select your fiction then, with care, but don't shut out novels either because they fail to reach a certain literary level or because their subject-matter is disagreeable. Get as many copies as you can of the interesting, wholesome stories of the day, such as *Stover* at Yale and *The squirrel cage*. Wait for results and don't worry in the meantime.

Wire Stitching Again

Editor of PUBLIC LIBRARIES:

Not only wire stitching is troublesome and a loss, but it stains the paper, which is, as a rule, of a bad quality, and thus everything works against the long life of printed matter. In one of the last numbers of the *Library Association Record* (United Kingdom), a lecturer says the paper on which newspapers are printed will only last 30 years, but in this climate, where dampness prevails, I doubt whether it will not crumble into pieces in a much shorter time.

E. FIGAROLA-CANEDA,

Asst. librarian,

Biblioteca Nacional, Habana, Republica de Cuba.

A Correction

Editor of PUBLIC LIBRARIES:

I have learned to my dismay and chagrin that I neglected to include the Carnegie library school at Atlanta, Georgia, in the list of library schools in my "Essentials in library administration" handbook.

As I regard the Atlanta library school as one of the best in the country, having visited it frequently during the past few years, I deeply regret the unintentional omission, and I shall be grateful if all the owners of the handbook will kindly insert the name of the Atlanta school in their copies.

Very truly yours,

LUTIE E. STEARNS.

January 7, 1913.

Charles Carroll Soule

Charles Carroll Soule was born in Boston, Mass., June 25, 1842, and died at his home in Brookline, Mass., January 7, 1913.

Mr Soule was a graduate of Harvard university, A. B., 1862. He was in the Civil war, being a private and lieutenant of the 44th, and later captain of the 55th Massachusetts volunteers infantry, 1862-1865. At the close of the war he engaged in the law book business in Boston and St. Louis, and later he removed his business to Boston, where he established a law book selling and publishing business. This was incorporated in 1889 under the name of the Boston Book Co., at which time the business was broadened by adding a library department to it. Mr Soule was president of this company until his death.

Mr Soule was always keenly interested in the development of libraries. He was a member of the A. L. A. from 1879. He was a member of the A. L. A. Publishing board, 1890-1908; vice-president of the A. L. A. in 1890; member of the A. L. A. council, 1893-1896 and 1900-1905; trustee of the endowment fund in 1894 and 1906, and a member of the American Library Institute since its organization. He was trustee of the Public library of Brookline, Mass., 1889-1899.

Mr Soule gave special attention to the planning of library buildings, and in recent years has been known as an adviser on library planning. He did much creditable work along this line.

His publications on library subjects, were a contribution for Sturgis' Dictionary of architecture in 1901, and "Library rooms and buildings," A. L. A. tract, in 1902.* Only last year his monumental work, "How to plan a library building for library work," was issued. In the legal profession his "Lawyer's reference manual of law books and citations," published in 1883, has always been one of the necessary books in a law library.

At the time of his death he was planning the new reference library for St. Paul, Minn.

See page 65.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - - - -	\$8 a year
Single number	- - - - -	25 cents
Foreign subscriptions	- - - - -	\$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

Civil service.—The Public library of Newark, N. J., is making an effort in the courts to free that library from the restriction of civil service in choosing its employes. It is contended that the library is not a municipality within the meaning of the law, and that the act does not include in its provisions library employes. Another contention is that the library employes do not occupy positions of trust or employment in the service of the state; that such employes do not hold their office or employment by virtue of appointments or promotion in the civil service of Newark, are not in the paid service of the city, and therefore not included in the classified service; that they are not appointed by Newark or by the local civil government, but are appointed by the trustees. By virtue of the statutes, it is the duty of the trustee to hire librarians and other necessary servants, to fix their salaries, make rules and regulations and that the civil service act does not include the ap-

pointments and employes of the library.

In speaking of the matter, John Cotton Dana, librarian of the Public library of Newark, says:

We find that the application of municipal civil service to the library has been distinctly detrimental since its inauguration in December, 1910. The library has long had its own civil service, and under it was able to appoint competent people to positions as needed. We now wait from three to four months for examinations to be held, when assistants leave us, and the calibre of the people certified for us is not equal to that of the people whom we secure ourselves. The rules of the New Jersey state civil service commission give preference to residents of Newark and New Jersey, which is absolutely contrary to the spirit of civil service. We find that the control of the civil service commission has hindered this library, and has seriously affected the welfare of the institution.

Civil service rule has undoubtedly done a good work in many instances, but certainly in educational institutions neither state nor municipal civil service has the power to do the best for such institutions.

Library methods in business.—A notable instance of the circle in which the movements of the world proceed, is in the spread at the present time of special reference libraries for business houses.

When the Library Bureau was first organized, it was owned and directed by a company of librarians who had in their employ a young man with business training. He soon saw that the principles underlying card catalogs for libraries were such as, if applied to business affairs, would result in a great saving of means, work and convenience.

Not long after this, a stock company was formed, of which he was president, and the manufacture of printed cards, suitable for business purposes was begun and has continued until a very large

share of the tremendous business that is now done by the Library Bureau in various parts of the world is along commercial lines.

The introduction of the card system into business houses has led to the cataloging, classification and filing of business papers. This introduction made it easy for business concerns to more quickly appreciate the value of classified and indexed information, close at hand when wanted. Special reference collections in business houses are rapidly multiplying, and are more or less effective, according to the preparation and equipment of those in charge of them. In these libraries, as in libraries in general, after the material has been put in place, the most important factor is the one in charge—the librarian. Indeed, it is almost unquestionable that the most effective, and therefore the most desirable arrangement is to have a well-equipped, well-informed librarian in touch with the material already collected in libraries in the community, able to use library machinery and knowing the contents of the various libraries, the sources of suitable material, and the process of application to the questions in hand, rather than to have a large collection of books, periodicals, newspaper and other material in a business house, much of which will, of necessity, be deadwood in a short time.

The public library cannot afford to lose the interest of the business world nor can the business world afford to overlook the helpfulness of the public library.

A wise change—At a recent election in Ottawa, Canada, it was voted that the Public library of that city should come under the provincial libraries act. Heretofore the library has been managed by a sub-committee of the city council, a very

unsatisfactory arrangement, as a general proposition. Fortunately the members of the Ottawa library committee have been interested and have given good services to the library. With a special library committee appointed for the service, there will be an assurance of a steady growth as the city is growing rapidly and there will be more continuity in the management and policy. The publicity given to the library and its work during the campaign secured many new friends for it. The future of the institution is bright.

The passing of Mr Soule—The summons to the Great Beyond came for another distinguished member of the library world, on January '7, when Mr C. C. Soule, of Boston, was called away from his circle of activity, and the multitude of friends, who loved and respected him. Few men in American library circles were more widely, and none more favorably known.

In the many years in which Mr Soule was active in library affairs, indeed until the last six years, his advice and active help was a strong support in every good library movement, and even when his health failed, he was slow to give up his interest, and his helpful work. While few can show a fuller record of good work, well done, no one can claim a higher place in the affectionate regard of his co-workers than could Mr Soule. His clean, wholesome, lovable, cheery disposition easily won and always retained the love and respect of those with whom he came in contact. Strangers were always attracted by his personality, and women and children turned to him with confidence and trust.

The memory of his friendship and association brings a joy that cannot be entirely quenched, even by the thought of his death.

Library Instruction*

An outline for a course of instruction in the use of the library for pupils in public schools, from the second through the eighth grades.

The outline was prepared for and very successfully used in the Cincinnati public schools by Miss Esther Straus, until last summer the efficient chief of the juvenile department of the Cincinnati public library, assisted by a number of public-school teachers. The teachers of that city report the course as a great help in their teaching efforts, as it has led to a more intelligent use of the library by their pupils.

Course of study on the use of the library, Grade 2

Lesson 1. An inspection visit to the library.

1. Define "library."

Call attention to the books, especially those for youngest readers or those in "Little folks corner."

2. Behavior in the library.

Let each child select a book and interest him in his own book. Little children are too apt to be interested in each other's books.

Explain that books should be chosen at the shelves and should not be carried back and forth.

After reading, books should be left lying on the tables.

It is very quiet in the library. Children should read to themselves, not aloud.

3. Care of books.

Books, like little girls and boys, should be clean. Books cannot be washed. Hands can.

Lesson 2. Home use.

1. Registration.

Books may be taken home if father and mother are willing.

[*This course of lessons on the use of the library for grades two to eight of the public schools is offered as a tentative form that may be used as a guide to the instructor who has the opportunity to do systematic work, and serves to unify the teaching throughout the library system. It will be necessary to adapt the course to suit local conditions. Suggestions for changes or corrections are invited.]

ESTHER STRAUS ENGLANDER.]

How many wish to have cards? Explain registration.

2. Charging system.

Demonstrate charging system by charging a child's book, explaining each step. Explain fines and renewals.

Grade 3

Lesson 1.

1. Review second grade work, especially charging system.

2. Care of books.

Tell the story of the Maxson book-mark, which explains why books should be carefully treated.

Give each child a book-mark, and explain the use of it for keeping place.

Name parts of the book; page, back and binding, and show how a book should be opened, and also how to hold it.

Lesson 2.

1. Title of book.

Explain "title." Each book has a name, as boys and girls have names. Have children name the books they know.

2. Position on shelf.

Find a book that has been named and explain that each book has a place on the shelf, just as each pupil has a seat in the school.

Explain that when a book is taken from the shelf it must not be returned to the wrong place or it will be lost, necessitating a thorough search of all the shelves. Give instructions to leave books on the ledges or tables for the librarian to replace.

Grade 4

Lesson 1.

1. Review care of books.

Suggest that carelessness in handling a book is rudeness to the author who is talking through the book.

2. Develop the idea of authorship.

Have children tell of letters or compositions they have written.

Instill idea of an author's absolute claim on his work.

Show where to find author's name on a book. Give practice in finding author's names on books.

Lesson 2.

1. Author game for teaching arrangement of books on lower shelves. Have a child recite alphabet rapidly. Have several children stand, telling them to arrange themselves in a line, alphabetically, according to surnames.

Give each child three books to arrange.

Drill on relative positions of authors on shelves.

Lesson 3.

1. Brief lesson on classed books.

Explain that the books on the upper shelves are arranged, for convenience, according to subject.

Deal only with the first figure of the classed number.

Pass slips, giving in simple terms the ten main divisions as, 8—poetry, 9—geography and history, or name classed books known to 4th grade and have the children locate them, explaining in general way that books are numbered from 000 to 900.

2. Explain that two books may be taken on a card.

Grade 5

Lesson 1.

1. Classification reviewed.

How do you arrange your own books? Develop idea that books in the library are arranged by subject. Explain the ten classes in simple terms. Use classification book-mark.

2. Tag game.

Furnish each child with a tag bearing a classed number. Have pupil find corresponding book on shelf and take it to seat. Verify. Then have pupils exchange books and tags and return books to the shelves. Verify.

Lesson 2. Note:

Have pupil bring Eggleston's "First book in American history," or any text book containing an index.

1. Explain briefly contents and index of book and contrast the two. Give practice in use of both.

2. Explain briefly catalog as an index to the library.

The card catalog game may be used in grade 5 or 6, as the need thereof arises. It consists of three sample cards illustrative of author, title and subject. These are explained to the child. Give practice in finding books in catalog by author, title and subject.

(The detailed explanation of the catalog is best suited to the sixth grade.)

Grade 6

Lesson 1.

1. Review or present, explanation of card catalog by means of card catalog game.

Lesson 2.

1. Dictionary.

Define. It contains the words of a language.

Explain use of a dictionary by developing answers from children.

Spelling.

Pronunciation.

Derivation.

Parts of speech.

Declension.

Definition.

Illustrations.

Arrangement of words in dictionary is alphabetical.

How find a word? Know alphabet.

Use finger guides.

Must have general idea of spelling.

Have pupil find a word.

2. Encyclopedia.

Distinguish in pupil's mind the difference between dictionary and encyclopedia.

Encyclopedia gives information about a subject. What encyclopedia have you used? New International, Champlin.

Lesson 3.

So many pupils leave school in this grade that the use of the library as a whole should be emphasized.

(Continued.)

A Reading Ladder

At the public library in Pottsville, Pennsylvania, the supplementary work with the schools is being greatly facilitated by the use of a display ladder in United States history exhibited in the window. Attached to each rung of the ladder is a list of books dealing with various periods of American history, and at the top a Roll of Honor on which are inscribed the names of the pupils who have climbed the ladder by reading all the books on the list. In addition, a book mark containing these titles was distributed among the pupils in the various schools, and the titles are checked as they are read. This has aroused competition in the various schools to make the best record. The children are required to write an essay on the book they like the best after the top of the ladder has been reached. The child world, always wide awake to something new, is responding in such numbers that an immediate purchase of additional copies of the books was necessary to meet the demand.

A ladder of history

Name
Begin at the lower rung and read up. Ask the librarian to check each book as you read it.

Rung V

Horton—The Frozen North.
Pratt—America's Story for American children. v. 5.
Pratt—Cortez and Montezuma.
Revolutionary stories.

Rung IV

Drake—On Plymouth Rock.
Pratt—America's Story for American Children. v. 4.
Wade—Our Little Eskimo Cousin.
Wade—Ten Big Indians.

Rung III

Bass—Stories of Pioneer Life.
Eggleston—Stories of American Life and Adventure.
Judd—Wigwam Stories.
Pratt—America's Story for American Children. v. 3.

Rung II

Husted—Stories of Indian Chieftains.
Lucia—Stories of American Discoverers for Little Americans.
Pratt—America's Story for American Children. v. 2.
Stone—Days Deeds 100 Years Ago.

Rung I

Eggleston—Stories of Great Americans for Little Americans.
Holbrook—Hiawatha Primer.
Pratt—America's Story for American Children. v. 1.
Pumphrey—Pilgrim Stories.

Entertaining Books

The public library of Council Bluffs, Iowa, has prepared a list of books that are not love stories to meet the inquiry for a good book, not a love story. No attempt has been made to include the classics, but rather present day books of popular interest that the average tired man will find both helpful and entertaining.

Non-fiction

Bullen—Cruise of the Cachelot.
Call—Power through repose.
Custer—Boots and saddles.
Davenport—My quest of the Arabian horse.
Foster—Century of American diplomacy.
Du Chaillu—Land of the midnight sun.
Frank—Vagabond journey around the world.
Gordon—Reminiscences of the civil war.
Grinnell—Story of the Indian.
Haskin—American government.
Lea—Valor of ignorance.
McCarthy—Ireland and her story.
Morris—Life on the stage.
Patterson—Man eaters of Tsavo.
Riis—Making of an American.
Roosevelt—Ranch life and hunting trail.
Twain—Following the equator.
Weyl—New democracy.

Fiction

Andrews—Perfect tribute.
Calhoun—Aunt Minerva and William Green Hill.
Davis—Bar sinister.
Eggleston—Hoosier schoolmaster.
Hale—Man without a country.
Kipling—Captains courageous.
London—Call of the wild.
Ollivant—Bob, Son of Battle.
Seton—Lives of the hunted.
Stevenson—Treasure Island.
Westcott—David Harum.

The Classics in Circulation

An experiment tried in the City library of Springfield, Mass., last year has been pronounced a decided success. Last May a shelf was filled with books marked "Classics," in which were volumes of Homer, Plato, Horace, Dante,

Goethe and others. The shelf seemed to attract all classes of readers. Immediately the books went so rapidly into circulation, that the supply had to be replenished. When, not long ago, the volumes were sent back to the stacks, only two had not been taken out. These were Trevelyan's "Life of Macauley," and Leigh Hunt's "Essays." "The Odyssey" was drawn eight times; Dante's "Divine Comedy," seven; Epictetus, six; Rousseau's "Emile," six; "The Rubaiyat" of Omar Khayyam, six; Moliere's plays, six; Plato's "Republic," four, and Goethe's "Faust," four.

The City library made a little investigation not long since, to see how the great books were being used. Between May, 1911, and May, 1912, "The Odyssey" went out 23 times; "Faust," 26; Plutarch's "Lives," 21; Dante's "Divine Comedy," 20 times; Byron's poems, 12; Pope's poems, 12, and many others in the same proportion.

Deterioration of Newspaper Paper

An extended discussion of the question of the deterioration of modern paper was given by Mr John Norris, of the American newspaper publishers' association, at the meeting of the A. L. A. committee, Nov. 26, 1912. Some of the chief points of the article were as follows:

In libraries, the newspapers dry out in rooms with an average temperature of 70 degrees. This renders the paper extremely brittle and it crumbles. Excessive dampness is also a disadvantage. Improvement in preservation may be obtained:

1. By using a printing paper that will endure.
2. By binding with materials that do not attract minute organisms.
3. By storing under conditions (a) that do not deprive the paper of all its moisture; (b) or subject it to excessive dampness; (c) or subject it to chemical action produced by sunshine, artificial heat, or other agency of deterioration; (d) or propagate insects or other growth.

The subject of paper preservation is

an old one. Pliny says the ancients washed their paper with cedar or citron oil as a preservative. The Royal Society of Sciences of Göttingen in 1873 investigated destructive forces. Their investigation showed five insects were destructive and that six appeared to be doubtful. They recommended that bookbinders use glue mixed with alum in place of paste.

News-print paper is made by the mixture of approximately 75 per cent of mechanical wood pulp and 25 per cent of sulphite wood pulp, with a slight addition of clay and rosin. Mechanical pulp will deteriorate when exposed to air or light. Paper which is brittle when very dry becomes stronger and more pliant with a certain amount of moisture. Paper containing 3 to 5 per cent of moisture is at its strongest. News-print paper will absorb close to 10 per cent of its weight in moisture.

English libraries report that an ordinary novel printed on light spongy paper has a life of about 40 issues.

The American Chemical society appointed a committee in 1908 to find a paper suitable for the records of the society. It was the most durable, strongest, lightest, thinnest, most opaque and cleanest paper, having a surface not injurious to the eyesight that it was possible to procure for the money available. The result produced a paper at approximately 6½ cents per pound.

Up to date there is no evidence of any general effort either by paper manufacturers or by consumers to standardize the method of storage or improve the condition of the paper.

It is an open question as to whether the storage of paper in warehouses does not injure it. The various newspapers keep on hand a reserve supply. The *Chicago Daily News* reports that on an occasion when it used paper that had been stored for five years in a cellar open to the free play of the atmosphere when put upon the presses it ran better than the average paper.

The Congressional library takes every precaution against deterioration of its files of newspapers, but little is done along this line in most libraries.

The Museum as an Educational Force

A most interesting and instructive paper on the educational work of a great museum is that reprinted from *Science*, of November 15, 1912. It is an abstract of a lecture delivered by Harlan I. Smith, archaeologist in the Geological Survey of Canada, at the inauguration in Ottawa of free lectures to the people, under school board control, November 10, 1911.

Needless to say, Mr Smith advocates the spread of the museum as a great educational force and right well does he maintain his thesis. The article is so good throughout that one is tempted to quote at length from it but the following extracts are of especial interest to librarians, not only as an exponent of the theory of museums but as akin in doctrine to library service:

"A museum building should be constructed so that additions may be made to it without ruining its architecture or causing unnecessary expense for remodeling or making connections. Such a building should be built with a view to its purpose so that the laboratories, offices, exhibition halls and the like may be properly lighted and each suitable for its special kind of work. In the past, museums have usually been built to please an architect and the result is that most museum buildings are abominably adapted to the use of the museum and its staff. The day must soon come when museum buildings will be constructed with a view to the purpose for which they are to be used and then the result of museum work will be even more worth while than at present.

No matter what the scientific investigator and the teacher may say, one of the justifiable purposes of a museum is to give recreation and happiness to great masses of the people and by far the greater number of visitors to the large museums drop in casually for just these purposes. Very few of them come to be educated or to carry on research, but from the casual visits many people carry away a desire to investigate and still more to receive educational benefits.

The educational section of a museum

may be likened to extra illustrated text-books. For instance, in text-books on birds, we may have pictures of birds, even colored pictures, but in a museum we have the actual birds, their skeletons, their organs, their nests and their eggs. Thus a large collection of birds in a good educational museum is like a great text-book on birds illustrated by these things, while the labels take the place of the printed matter in the text-book. Educational popularization should never be carried to the extreme of exaggeration and untruthfulness affected by certain schools of museum employees.

A museum may also serve as a great warehouse where are kept such valuable things as individuals should not horde in their homes. For instance, an object from which something may be learned, and which is the only object of its kind in the world, should not be kept in a home, where it may be destroyed by fire, but in a fireproof museum; nor ought it to be where its owner and his friends are the only ones able to see it, but it should be available for all who may desire benefit from it, whether they be citizens of the province or nation owning the museum, or visitors from the most distant lands. No museum should be a collection of merely curious things.

Sometimes animals, plants and the like are exhibited surrounded by representations of their natural home and in front of a painting representing the country in which they occur. Such exhibits depend for their excellence on the skill of the scientist who plans them, the collector who secures the material and artists and mechanics of various kinds. Each of these does a particular share of the work which he is perhaps the only man able to do. The artist may be brought thousands of miles because of his ability to paint just the right kind of background. The museum expert is skillful in writing labels which may be understood not only by the scientist, who often knows all the facts without any label, but also by the people who do not know the facts and consequently need information. Such a man should write the label."

M. M.

Exhibit Materials and Units

In our contact thus far with representatives of various national and local organizations we have been impressed with the many possibilities for a larger and more efficient use of exhibits provided better standardized sizes and materials to be used in mounting exhibits could be adopted.

No other problem in exhibition technique, however, seems to present more perplexities.

We invite your aid in getting light on this subject by giving us answers to the accompanying questions. The questions represent one of several lines of inquiry and effort being followed now for the purpose of gathering data concerning exhibit units.

Carefully selected committees, representing exhibitors, constructors, artists and others, will go over the data with a view to submitting suggested standards for both traveling and permanent exhibits.

The enclosed questions are intended to reveal present exhibit thought, knowledge and practice without any desire to ask your time to formulate ideas anew. In many organizations very little, if any attention, has been given to the subject.

Sizes

1 Have you any official sizes for units or backgrounds in mounting exhibits?

2 If not, have you any settled opinions as to sizes for units or backgrounds in mounting exhibits?

3 Have you an opinion as to the desirability and practicability of selecting some such range of sizes for units and backgrounds as follows:

22"x28"

44"x28"

48"x36"

48"x72"

Materials

4 Have you any official or personal choice between compo board, beaver board, rock board, etc.?

Framing

5 Have you any choice or suggestion as to frames for the smaller sizes, either the New Jersey School and Church Furniture Co. frames, or any other?

Sources of information

6 Have you an official or committee

member whom you would care to have participate in a study of the above questions?

7 Can you suggest anyone anywhere who may have ideas or information touching sizes or materials for exhibit units?

8 Will you kindly number your replies as indicated above, write on one side of the paper, and mail the same very soon.

Suggestions will be appreciated.

E. G. ROUTZAHN,

Department of Surveys and Exhibits,
31 Union Square, New York City.

Planning a Library Building

Soule, Charles C. How to plan a library building for library work. XXIV-403, p. Boston Book Company, 1912. (Useful reference series, No. 7.)

One of the cautions most earnestly impressed upon the beginner in library work is the danger of relying upon title page and preface for a proper classification and estimation of any book. In this case, however, there is no need for any such caution. The title page indicates the point of view, the prelude the principles which should govern, the preface the limitations in scope, form, and method, the epilogue states the essential conditions of success, and the result is well characterized by the series entry.

All, then, that the most conscientious reviewer can do is to refer the librarian to the book for information on all points connected with the subject, and to note the very few as to which it is not in accord with what is admitted or may appear to be the most generally accepted views.

As appears from the title, the work is limited to the inside arrangements of library buildings and discusses neither architectural styles, nor methods of building. This limitation not only allows the author to write as an expert, but also enables him to present the plan of a library in its true place as the first great (if not the only vital) requisite for a successful library building. Unfortunately, it does not need a very wide acquaintance with American library buildings to make one realize the usefulness of such a presentation.

The preface very generously acknowledges the author's indebtedness to others, modestly characterizing himself as the

editor of professional opinion rather than an original author. While this very well describes the form and a good part of the contents, especially on matters of detail, it should be added that the author has not only furnished the frame-work and much valuable criticism, but has also formulated clearly and urged strongly the more general principles and broader lines of the problem.

The scope of the work is well indicated by an enumeration of the books into which it is divided, viz.: Introduction, Principles, Personnel, Features, Departments and Rooms, Appendix. All important subjects which would be looked for under these heads are considered, and, with one or two exceptions, with full proportion to their importance. The book contains also a selected list of works cited, and an 11-page index which appears to have been carefully made.

The preface concludes with the statement that the author expects endorsement for his general principles from all librarians. This he will most assuredly receive. He states them clearly, emphasizes and reiterates those which most need such treatment and indicates those on which opinions are divided or on which his own opinion differs from those generally held. On these he asks for helpful, constructive criticism.

One of these is the desirability of daylight in the stacks. The author still believes that this should be provided, if possible, while the tendency of recent building for large libraries is in accordance with Mr Dewey's views that books may be stored most conveniently and economically in the interior of the building. The opinion of the superintendent of the building of the Library of Congress is of special value on this point, because that library has changed from one system to the other. In support of his decision, the author brings only a remark by Mr Whitney, which might rather be quoted as an argument for a stack well lighted artificially in preference to one badly lighted by daylight.

The second point is the advice against shelving books in reference reading rooms. For this he quotes only Mr

Dana, though he might have added the practice of Bryn Mawr college. This is so directly opposed to the general practice and to the personal judgment of the reviewer that the latter has been at considerable pains to obtain the opinions of readers, reference librarians and library workers generally. He has found no confirmation of the argument that readers are appreciably disturbed and annoyed by the movements of those who are taking books from the shelves. Undoubtedly an occasional reader is exceptionally sensitive to such disturbances, but the remedy would seem to lie rather in special provision for such exceptional persons than in the deprivation of the great majority of the readers of the opportunities for quick consultation of the books they most often want to use.

Again, the desirability of provision for continued use of the books by readers in the stack rooms is denied, and while the various methods of provision for such use are mentioned, their disadvantages are urged. Undoubtedly these disadvantages ought to be fairly weighed and the amount of provision should vary with each library, but every library ought to make some provision. Apparently the author would confine direct contact of the public with the books to those shelved in the open access rooms, but the maxim "Access of all readers to some books and of some readers to all books," more nearly expresses the idea for a large library.

On the very important points of heat, light and ventilation, the book fails to give clear and definite advice, and quite properly, for on these points there is no clear or definite opinion among librarians, architects or engineers. It is not merely a question what is the best temperature and humidity, and how to obtain them, but whether there is any best temperature or humidity. It is to be hoped that the A. L. A. committee on these subjects may obtain, through the co-operation of those able to make experiments, some definite answers to these questions. While the problem of lighting a library is somewhat more advanced, there still remains much to be learned before the

best use of methods now at our command can be determined.

Disregarding the peculiarities of form, due to the fact that much of the material is either directly quoted or paraphrased, the only serious fault of the work lies in the failure to indicate clearly the points of view of the various authorities quoted. It is stated that while the work is intended chiefly for large libraries, it is hoped that those interested in small libraries may find help in it. They will do so, but the inclusion of statements which fit especially their needs has caused a conflict of opinions more apparent than real. For instance, on the point of access to the stacks, page 285, Fletcher, Cutter, Marvin and Harvard university are quoted or referred to without any attempt at discrimination; yet, outside of New England, it might well not be understood that the first wrote from the experience of the library of a college doing little research work, the second from that of a scholarly proprietary library, the third expressly on small library buildings and that the fourth is planning for present and future needs of an institution ranking with those who do the most research work, and of such having the largest number of books to house and use.

Serious as this fault is, it is so outweighed by the many excellencies that all who consult the work will find it truly "a useful reference tool," and one for which they should be duly grateful. It is to be hoped that the publisher will be encouraged by its reception to issue the proposed supplementary volume. A collection of plans, especially if annotated, illustrating the points discussed in the book, would be of great value.

C. W. A.

Almost the first question asked by several of the dynamiters recently taken to the United States prison at Leavenworth, was about the library. Among the treasures which one of the prisoners asked to be allowed to retain, was a book of Latin verse, inscribed by Anton Johannsen, a San Francisco labor leader, who has been indicted in Los Angeles.

The Children's Reading

Olcott, Frances Jenkins, *The children's reading*, xiv + 344 p. Houghton, Mifflin & Co., Boston, \$1.25 net.

This is primarily a book for parents, but librarians will find it a welcome aid, not for suggestions of new book titles, but because it expresses clearly and simply the principles for the guidance of children's reading which they have long tried to follow, and have wished to have in such concrete form as could be given to parents and teachers who wished to be guided.

The book is scientific, but wholly free from scientific terms. It is not a book of theories, but of practical rules and suggestions, based on the psychological observation of what children will read, which the author was well able to make during 14 years as chief of the children's department of the Carnegie library of Pittsburgh.

At the beginning of the book is a "Table of classics and notable persons influenced by them" (good material for the library bulletin board). There are chapters on the influence of good books, the effects of bad books, and children's interests. Librarians will be pleased to see the lists of books and articles at the end of these chapters. The body of the book is based on a consistent progressive plan, arranged in the order of a child's tastes at the different ages. There are chapters on Picture books; Fables, myths and fairy tales; Ballads, epics and romances; Poetry and rhymes; Classics and standards; Fiction of today; History, biography, etc. The final chapter is on Religious books, which the author evidently intends as a climax.

She says that the high moral standards found in what is generally accepted as the best children's literature, have been derived from the Bible, and consciously or unconsciously parents, teachers and juvenile writers are influenced by Christian standards of right and wrong, and wish to give to children such books as will present these standards.

Each chapter contains reasons why the special class of literature treated appeals to children, and suggestions re-

garding stepping stones which may lead up to the books in the annotated list at the end of the chapter. The juvenile books are selected, as the author states in her preface, "by standards based on Christian ethics, practical psychology, and the literary values of generally accepted good books." The selection is of a high grade, but not impossibly high. If children are to be guided why not guide them to the best that is within their power of appreciation? Miss Olcott makes the statement in discussing popular modern juvenile fiction, that her experience has proved "that many children, especially boys, who are given a chance to read good but exciting stories, will, of their own accord, abandon the continuous reading of yellow fiction."

She does not believe in forcing upon children what they should read, whether they will or not, for she appreciates the fact that "No profit grows where is no pleasure ta'en." The recommendation of the classics for children is no hazardous choice. From Chaucer's Canterbury tales, Shakespeare's plays, stories of King Arthur, of Roland and other heroes, certain definite stories are chosen as most interesting to children.

The appendix contains a list of 100 good stories to tell and where to find them; How to procure the books through the public library (including information for rural readers about state library commissions); How to procure children's books by purchase.

Miss Olcott writes "as one having authority." Her name stands for highly organized work with children in libraries, and for wise and sympathetic selection of children's books. Through this book she will be able to increase her influence upon children's reading by appeal to all reading parents.

FAITH E. SMITH.

A commendable bit of publicity for public library work is an article on "The scientific management, efficiency and the public library," by John Cotton Dana, which, under the direction of a syndicate, is appearing in a large number of newspapers throughout the United States.

Delivery Desk Suggestions

The *Publishers' Weekly* for December 28, 1912, contains some admirable suggestions for salesmen which are used in the Boston Store at Marion, Ind. They are intended, of course, for commercial purposes, but with some modifications they are applicable to library needs.

Such a modification is attempted in the suggestions given below.

While waiting upon one borrower, if another should be standing and someone should ask, "Are you being waited upon" never say, "Oh, she don't want anything," or "She has been waited on." Let her speak for herself.

Never allow nearness to closing time or your lunch hour to reduce your stock of politeness and willingness.

Do not be in a hurry to get rid of a borrower after she has been supplied with reading matter.

Take advantage of every opportunity to introduce additional titles and related books.

Be as eager to satisfy a borrower's needs as a competent salesman is to make a sale.

If for any reason it is necessary to thank a borrower do it as though you meant it.

Lose no opportunity to put in a good word for the books not generally read and for the institution.

FRANK H. WHITMORE.

The Non-Enclosing Habit

"I enclose an interesting clipping that will appeal especially to you. Let me know what you think of it."

And then she doesn't enclose it and the recipient of her letter vainly hunts for it.

The non-enclosing habit follows the postal route all over the world.

It can be carried to maddening extremes, as when the young man who is stranded in the West receives a loving letter from his mother, in which, after telling him all the little inconsequences of his native village, she says, 'I did not know what to get you for your birthday and so enclose a five-dollar bill.'

Imagine the feelings of the poor tenderfoot, down to his last cent, when he finds that she has forgotten the enclosure. If only she had forgotten the village gossip and remembered the thing that would have made that particular letter memorable!

In the same class as the non-enclosers are those who say, 'Of course, George will have written you about the mysterious happenings in the house of Cynthia Alendale. How do you account for them?'

It is more than likely that if George has written at all he will have said, 'I suppose that Emma has told you all about the blood-curdling affair at Cynthia Alendale's so I will not waste your time by telling you about it. But wasn't it awful? What are we coming to?'

If only George and Emma had assumed that the other had not told a single thing about the interesting affair!

Here and there are people who hate to receive letters, but most of us are human (Heaven be praised!) and so in writing put in all the human touches you can think of, and don't assume that 'the other fellow' has written all the interesting news because you may depend upon it, he hasn't.

And remember to put in the enclosure even if you forget to post the letter containing it."—*Charles Battel Loomis.*

Old Book Values

Emphasizing the need of care in weeding out libraries, Sir Herbert Maxwell, at the dinner of the Authors' club, London, related an instance of his own carelessness. After saying that a weeding process is required periodically by a library, just like a garden, Sir Herbert said:

"Some years ago I wanted to get an Encyclopedia Britannica at the cost of \$175. I was short of cash, so I thought I would sell some books and chose *The Sporting Magazine*, of which I had a complete set, barring two numbers, from its beginning in 1790 to its demise in 1870.

I got my encyclopedia, but judge of my chagrin when I read last year that

my *Sporting Magazine* series had been sold in London for \$4,750."

The most valuable book, weight for weight, in his library, said Sir Herbert, was one day found cast away in the drawer of a disused writing table. It was Bradshaw's Railway Guide for 1841. The price put upon it in the book-market was almost beyond belief.

The late Alexander Oswald was a great bibliophile, and when he died his house was crowded with books. An order was given to an agent to take away every book without a decent binding. The agent did so, and several thousand volumes were sold at 25 cents each. Among them was the Kilmarnock edition of Burns' poems, published in 1787 in boards, which has since brought \$2,500.

Interesting Things in Print

A most valuable list is that prepared by Mary Lillian Ely, of the Public library, Dayton, Ohio, under the title "Children's books; A descriptive list of 100 books that are worth owning." The list is preceded by a descriptive evaluation of children's magazines, cyclopedias for children and children's books in series. The list of books are graded by ages, up to books for older children, 13-18 years old. The list closes with books for parents, on the guidance of children's readings, hygiene, and the relation of parents and children.

Volume 7 of "American Bibliography," by Charles Evans, has been issued. This work is a chronological dictionary of all books, pamphlets and periodical publications printed in the United States of America, 1639 to 1820, inclusive, with many bibliographical and biographical notes. The present volume covers the period 1786 to 1789. The cost of mechanical production has increased so largely since the printing began in 1902 it has been found necessary to increase the cost of the work to all subscribers not of record January 1, 1913.

Mr Evans is a well known bibliographer and his present work on American bibliography is growing into a monument that will reflect honor on his indefatigable labors.

Midwinter Library Meetings

The midwinter meeting of the Middle-western section of the League of library commissions was held at the Hotel Sherman, Chicago, January 1-3.

There were 11 states represented, with an average attendance of about 40 at each session. Mr Milam, president, and Miss Zaidee Brown, secretary, being absent, Miss Wales of Missouri and Miss Baldwin of Minnesota conducted the first meeting.

The future of the traveling library was the subject for discussion on Wednesday afternoon. Duplication of work by other agencies, such as the university, agricultural college, state library and reading circles was first considered.

The success of a traveling library of exhibits on agricultural school special trains, was told by Miss Stearns of Minnesota, Mrs Budlong of North Dakota, and Miss Tyler of Iowa. It was agreed that the lines of work of the various state departments should be more clearly defined. Toward this end frequent conferences by the departments interested in the distribution of books should be held, as there is too much confusion in the minds of people as to the proper source to apply for material.

The discussion on open shelves vs. fixed collection, showed a tendency toward more flexibility in supplementing the fixed groups, by books on special subjects, as requested. Miss Askew of New Jersey advocated the open shelf plan exclusively, as giving better satisfaction and taking less time.

Mr Dudgeon, chairman of the committee on parcel posts, reported that the original bill introduced by Senator Borne had made a provision for books, but this was cut out by the mail order houses, who found that parcel post would increase the rates on their catalogues for long distances. Representative Towner had agreed to take up the matter of including books in the parcel post rates, and it was voted that a resolution, recommending such measures, be voted on, both by the League and the A. L. A.

The discussion of the subject of sub-lending through local libraries brought

out the fact that there was considerable of that being done.

The topic "How much shall we do for schools," brought out considerable discussion. Miss Davis, of Indiana, reported that they send only collections for supplementary reading. Miss Wilson, of Minnesota, thought the traveling library a good solution of the rural school library problem, and Minnesota was hoping for legislation which would make possible a consolidation of school libraries and county libraries.

Considerable discussion arose as to locating traveling libraries in school-houses. Miss Stearns, of Wisconsin, raised the objection that schools were closed so much of the time, and that adults would not go there for books. Indiana reported that better service was obtained through teachers than through storekeepers, and that many communities had become interested through schools. Miss Marx, of the Iowa commission, said they kept special collections for schools, consisting of books represented by the department of public instruction, and from which teachers borrowed groups of 50 books.

Miss Isom, of Portland, Oregon, said their schools were provided by a 10 per cent per capita tax, the books were selected and purchased by the commission and sent to the school. From the Portland library, which is strictly a county library, traveling libraries were sent to rural schools, these schools being supplied the same way as in the city.

Miss Ahern summed up the discussion and ended by saying that it was evident no hard and fast rule could be applied. In her opinion, the schools should be helped by traveling libraries and the people in the community would be reached through the children. Library workers were urged through this means to help in developing the use of schools as social centers.

Miss Tyler drew a parallel between the city library and its community, and the traveling library and its community,—the entire state, believing that the books should be sent from the traveling library to rural schools when needed, just as the

city library would provide books for its schools.

The problem of rural library extension was the topic for discussion on Thursday afternoon. Miss Baldwin presided and Miss Davis, of Indiana, acted as secretary.

The discussion on tax levy brought out the various conditions in different states, with a decided opinion in favor of township extension.

Organization and administrative problems, including the establishment and management of deposit stations and branches were discussed. All the speakers agreed that much personal work on the part of the librarians is essential.

The question of the use of a main library by rural patrons, brought up considerable discussion as to whether the service should be extended if township or county did not contribute to its support. The discussion showed considerable difference of opinion. Miss Stearns, of Wisconsin, thought this plan often led to county support; others reported that people will not be likely to pay voluntarily for a privilege already granted. A compromise was proposed, wherein the privilege should be given for one year without support, in order to show the people its benefits, but withdrawn at the end of that time, unless suitable compensation could be had.

Miss Ahern, as a member of the A. L. A. committee on cooperation with the N. E. A., announced the meeting in Salt Lake City next July, and read a letter from the president of the Library section inviting the League representatives to be present, at the meetings of the Library section, also asking the League to prepare exhibits showing the work of commissions. The commission workers were urged to advertise the meeting with a view to having as many interested persons present at N. E. A. as possible.

The matter was referred to the executive board of the League. Mr Kerr, of Emporia, Kansas, urged the importance of such exhibits, explaining the necessity of employing expert service in the matter in order to show people what commission work means.

The further report of the committee on parcel post was read by Mr Dudgeon, its chairman:

Whereas, The parcel post measure recently enacted excluded from its privileges all library books much to the disappointment of the state library commissions which operate traveling library systems and which had strongly urged its enactment when books were included in its provisions, and,

Whereas, There seems to be no sound reason why all articles of merely commercial importance should be transported at the lowest rate, while much needed material, educational in its nature, can be transported only at rates so high as to be absolutely prohibited for general use; therefore, be it

Resolved, That the League of Library Commissions urges the passage by congress of some measure which will include library books and material at the lower rate of transportation provided by the parcel post and that we favor either a consolidation of third and fourth-class mail matter to secure a rate for books and printed matter equal to that of merchandise, or some other provision giving to books belonging to public libraries the parcel post rates, to the end that those living in rural communities be given access to library privilege.

The resolution was unanimously adopted.

On motion of Miss Tyler it was voted that the resolution be adopted and sent to the Eastern section for approval, to be sent on to Congressman Towner as the action of the League.

Mr Hill asked that a copy of the resolution be presented to the A. L. A. council and executive board. Mr Dudgeon added further that commissions would be notified by the committee when the time for action arrived, and that the matter would also be presented to the various state library associations.

The final session on Friday afternoon was devoted to committee reports and miscellaneous discussion.

The Publications committee reported a handbook to aid in library campaigns in progress, and an outline will be presented at the June meeting.

The list of periodicals for small libraries, has been revised by Mr Walter, of New York, and the A. L. A. Publishing Board has been asked to publish it.

Miss Carey reported on a list of books for the insane, which had been compiled by those interested in that work. The fiction had been annotated from the standpoint of the hospital attendant and the non-fiction is of a popular character in good editions. It was recommended that the Publication committee of the League give favorable consideration to the publication of the list.

In regard to charter provision for public libraries, it was decided that it was advisable to formulate general provisions for such charters, rather than to outline a definite charter, owing to the variation in the laws in different states.

A report from the committee on Federal prison libraries, stated that the U. S. attorney-general would include in his recommendations for appropriations for the Department of Justice for the year of 1913, \$2,500 for the library at Atlanta prison, \$2,500 for the library at Leavenworth prison, and \$500 for the library in the McNeil Island prison. The attorney-general has asked the aid of librarians in bringing the matter to the favorable attention of the chairman of the appropriations committee, Representative Fitzgerald, of Brooklyn.

Mr Kerr, of Kansas, asked the co-operation of the League in securing the publication, through the U. S. department of education, of a school library list, which could be used in all states, and other special lists; also in outlining a course in library work, to be given in Normal schools.

In answer to the question, "Can the small reading room compete with local amusements of questionable character?" considerable experience was given where reading rooms had been made an important feature in the small community. The need also of civic pleasure centers was manifested. Wisconsin has a law which authorizes a tax levy for recreation centers.

Resolutions of regret for the absence of the president, and expression of sympathy for the cause of his absence, the serious illness of his mother, and the hope of her speedy recovery, and a vote of thanks for the entertainment offered, were passed unanimously.

American Library Association

Executive board meeting

A meeting of the executive board of the A. L. A. was held in Chicago, January 1, with eight members present.

The treasurer's report for 1912 showed a total income of \$16,741. This includes a balance from 1911 of \$2,005 and \$5,099 interest from the Carnegie fund. Membership fees amounted to \$6,236, as against \$5,325 in 1911. The expenditures were \$8,242 in actual expense and \$5,099 turned over to the Publishing Board. Including \$250 permanent deposit, there is a total balance of \$3,645. The estimate of income for the year 1913 for both the A. L. A. and Publishing Board, is \$21,915. The accounts were audited and found correct.

The budget for 1913, as adopted, estimates the income of A. L. A. proper at \$9,415 and provides for appropriations for that sum. The Publishing Board increased its appropriation to the A. L. A. headquarter expenses, from \$2,000 to \$2,500. The salary of the secretary was increased to \$3,000 for the year 1913. There was an appropriation of \$200 for the use of the committee on library training.

The secretary reported that a small bequest had been made to the association by the late J. L. Whitney, on the condition that it should be known as the James Lyman Whitney fund, and that only the interest should be expended. From this fund \$80.11 had been received.

Committee on nominations for A. L. A. officers for 1914 was appointed as follows: J. T. Jennings, Seattle, chairman; Clara F. Baldwin, St. Paul; W. N. C. Carlton, Chicago; F. K. Walter, Albany; Caroline Burnite, Cleveland.

An invitation was extended to the Library Association of Great Britain for its members to attend the 1913 conference of the A. L. A.

After several places had been discussed as a meeting place for the 1913 conference, the Hotel Kaaterskill, in the Catskill mountains was chosen, June 23-28, 1913.

The executive board, by a unanimous vote, concurred with the A. L. A. council in the adoption of a resolution relative to the exclusion of books from the parcel post.

A. L. A. Publishing Board

A meeting of the A. L. A. Publishing Board was held at the A. L. A. headquarters, January 1.

The treasurer's report showed an income of \$21,517 and expenditure of \$19,347. Sales of publications amounted to \$15,849, as against \$8,502 for the year 1911. The estimated income for 1913 is \$18,683.

A vote was passed to ask the League of Library commissions as to the number of titles a year that should be indicated as recommended for purchase by the small libraries.

A manuscript on "Periodicals for the small library," by Frank K. Walter, and "An index to library reports," by Katherine E. Moody, were referred to a committee for final approval. One hundred sets of cards for Warner's Library of the world's best literature were ordered printed.

Dr. Andrews outlined a plan for reorganizing the present method of accepting subscriptions and revising the list of periodicals for which cards are printed. The plan was adopted.

A letter from Dr. Richardson advocated the preparation and printing of a union list of periodicals in the principal libraries of the United States and Canada, and inquired whether the A. L. A. could help in such a project. The matter was referred to Dr. Andrews and Dr. Bostwick, a committee to investigate and report.

It was voted that a discount of 10 per cent on all orders for A. L. A. publications amounting to \$1 or over, be granted to all institutional members of the A. L. A.

Henry F. Legler was re-elected chairman for the coming year.

Council meeting

The A. L. A. council held two meetings, the first on Thursday morning, January 2, and the second on Friday morning, January 3.

At the first meeting the first topic under consideration was a further discussion of the report of the committee on the Relation of the public library to the municipality (for original report see Proceedings of the Ottawa conference, pp. 197-199).

Dr. Bostwick, chairman of the committee read the following supplementary report drafted jointly by his committee and the committee on library legislation of the League of library commissions:

Education is a matter of state, rather than of municipal concern. Consequently it is a function of the state, rather than of the city, to provide an educational code. Hence, whenever the constitution permits, a general state law as to libraries is preferable to local charter provisions.

If a satisfactory state law governing all libraries in the state exists and is constitutional, there should be enacted provisions which shall make it certain that the state law shall control in every city in the state, whether the city be under special charter, general charter, or under a commission form of government.

Where there is now no existing satisfactory state law, but it is constitutionally competent that a state law should control libraries, then this committee recommends that a satisfactory code (to be hereafter drafted along lines heretofore reported) be enacted by the state legislature.

Where under the constitution, the city **must**, by home rule measure in charter or elsewhere, control libraries, then the substance of the heretofore mentioned state code can be varied to become a part of the local charter.

Dr. Bostwick emphasized the fact that librarians were not opposed to the merit system as Dr. Woodruff, secretary of the National municipal league, seemed to think was the case.

Mr. Hadley stated that even in a commission governed city the library need not dispense with the library board. While city affairs including those of the library are directly under the commissioners it has been found possible to provide in charters for a library board appointed by and responsible to the commissioner of education.

President Legler read a letter from Helen E. Haines in which she discussed the library features of the charter recently voted on and rejected in Los

Angeles. She considered that this charter, as regards its library features, was by no means a model, but seriously threatened the successful maintenance and administration of the library. Had the proposed charter carried, the Los Angeles library would have been entirely deprived of any fixed income from the city assessment roll and would have been made dependent for support upon what appropriation could be secured from the commission by annual appeals. It would have placed the library in the hands of a single commissioner charged with other important responsibilities and its work and interests would have been linked up with the city playgrounds and the functions of the present music commission. She considered that it was time for the American library association to devise more effective measures than now exist for shaping methods of library organization in communities where the structure of civic government is being rebuilt under the commission plan, and the Los Angeles charter incident had plainly shown that the public library had not yet found its assured place in modern life.

Dr Hill said that he wished to emphasize the point even more strongly that the civil service system should be within the library itself. He also felt that the recommendation that the museum and the library be administered by the same board was not wise unless the two institutions were in the same building and the work so closely connected that there was no difference between the two institutions. He believed that it was better for library boards to be appointed by some individual or commission rather than elected by the citizens at large. He said his experience had shown that more satisfactory results were obtained by the library having its own treasurer than in having the city treasurer ex-officio treasurer of the board.

Mr Brett felt that when funds for the library were once appropriated they should be entirely independent, absolutely at the disposal of the library board. He thought it was well for the

auditor of the city to be the auditor of the library board, and that the city treasurer act as treasurer of the board. If a library board has its accounts audited by the city auditor the municipal authorities know absolutely what the library is doing and are thus satisfied.

Mrs Elmendorf said that the city treasurer acting as treasurer of the library funds does not necessarily protect the library, as she was formerly connected with a city library where the city treasurer was treasurer of the library, but that this did not prevent the embezzlement of several thousand dollars of the library funds.

Dr Andrews thought the committee was rather unwise in including the election of the library board by the citizens as a question to be discussed. Speaking, not as a librarian, but as a citizen of a large city he felt strongly the need of having a shorter ballot rather than a still longer one, as under the present conditions it was absolutely impossible for the average citizen to know personally the various candidates for office.

Mr Ranck said he felt that the American library association could not emphasize it too strongly that the library should be regarded as an educational institution and that education is a matter of state concern, rather than of municipal or local concern. He stated that in many of the states where they have the commission form of government the public school system is not included under the workings of the commission on the ground that the educational functions were different from local government functions and that the commission form of government belongs only to the local government functions.

Mr Strohm said that the Supreme court of Michigan had recently rendered a decision deciding that, while municipalities were recognized under the local government article, the public schools, libraries, etc., were under the education article. The Supreme court of Michigan, having under consideration the right of the city of Detroit to issue bonds for library purposes to an amount over and above the limit applying to

bond issue for general municipal purposes, held that no such restriction applies in case of the library bond issues, as they properly fall in the same class as school bonds. Thus in the opinion of the court the library is an integral part of the public educational system.

The president inquired of Miss Ahern whether she knew of any city where a campaign for change of charter and method of government was now in progress, particularly one where library interests were in danger.

Miss Ahern replied that she could mention no definite place where any definite question of the place of the library in the municipality was under consideration, but there was everywhere a lack of decision as to where the public library really belongs under the commission form of government. Neither the civil service people nor the municipal authorities are willing that the public library should be classed with the educational agencies, as a rule, and yet there is no question that the libraries really belong with other educational agencies or that the municipal civil service rules should not apply to them any more than to the school management. She felt she need not assure the council that she firmly believed that the public library is an integral part of public education.

The next subject considered by the council was a further discussion of Mr Strohm's paper at the Ottawa conference on "The efficiency of the library staff and scientific management."

Dr Richardson spoke on the value of change of occupation. He called attention to the modern biological study of mental hygiene and its practical bearings on the question of length and distribution of vacation, granting of leave for attending library association meetings as well as on change of occupation within the library. He referred to the scientific study of fatigue and its practical bearing on the percentage of errors. He considered that for correction and verification work two hours a day is the maximum of highest efficiency.

Miss Ahern called attention to the last

report of Dr W. D. Johnston, the librarian of Columbia university, where he speaks on the subject of the organization of the staff and makes a strong argument that the standards of appointment to the several grades in the staff of the library should be the same as those in the corresponding grades of the staff of instruction. He also argues for employing skilled bibliographers as librarians of the several schools of the university, instead of student assistants, and announces that while the students may be employed hereafter in clerical work of a mechanical character they will no longer be employed in any of the higher grades of the library service. He also recommends that junior assistants be allowed each year to pursue at least one course of study in the university.

Mr Anderson said that the New York public library had installed gymnastic apparatus for the library staff. The hours in the circulating department had been reduced from 42 hours a week to 40.

Miss Rathbone said that at Pratt Institute library they had recently established the practice of serving afternoon tea in the staff room. Some one was regularly employed to prepare and serve it and the members of the staff were invited to come down from 4 to 5 and take a cup of tea if they felt like it. Five to ten minutes was sufficient for this, and the practice had been so beneficial that the library expects to establish it permanently.

Dr Bostwick stated that in the new building in St. Louis they had a very complete set of rooms for the comfort of the staff, locker rooms for both sexes, a lunch room, with kitchen and pantry, a staff recreation room with piano and Victrola, a staff rest room in a quiet place, a hand ball court for the boys, and an indoor room for them with gymnastic apparatus. He knew of no other place where the equipment of this kind is so complete.

Speaking of vacations, Dr Bostwick said he had always considered them as assignments to special work. What an

assistant does during the rest period in August is just as important to the library as what she does in cataloging during July. He was not in favor, therefore, of granting cumulative vacations.

Mr Ranck called attention to Josephine Goldmark's "Study of fatigue and efficiency," one of the publications of the Russell Sage foundation, which is a scientific study of the whole subject.

Dr Hill said, respecting the graded service and the opinion sometimes expressed that promotion goes with length of service, that he thought it should be added that one who is both efficient and has served a long time should receive more recognition than one who has merely served a long time with ordinary ability.

Dr Richardson said that in many occupations efficiency is on the rising curve for a certain length of time. There is an actual increase in efficiency in some constructive work for an hour or two before the mind reaches its best efficiency and this may continue at its level for another hour or two before it begins to fall. The number of errors increases with the amount of fatigue and in repetitious occupations fatigue begins sooner even if its distinctive growth is not rapid or wholly continuous.

Mr Carlton, of the Newberry library, stated there had been at least two instances of improved work, due in large measure to variation of occupation within the library. Four persons, who until a year ago had been engaged in recataloging continuously from 9 a. m. to 5 p. m., except for an hour for lunch, were given substitute service in the reference department for the hour following the luncheon period. The result had been a marked increase in the amount of cataloging done. Until about three years ago evening service at the Newberry library was performed as over-time work by members of the day staff. He said he was opposed on principle to people working both during the day and evening, that it was not good in the end either for them or for the institution. Gradually they had reorganized a separate evening force composed of university students.

This change, he believed, had been a benefit both to the public and to the day staff.

Dr Bostwick stated that in his experience a separate force for evening or holiday work had always proved objectionable and that he had always endeavored to work away from it rather than toward it. Dr Hill said he was of the same opinion.

Dr Andrews stated that they used student assistants at the John Crerar library, and a number of students had served seven years, all through their college course and through three years of post-graduate work as well.

At the second meeting the first topic considered was a further discussion of Mr Hadley's paper at the Ottawa conference on "What library schools can do for the profession."

At the request of the president, Mr Hadley suggested two points for discussion in his paper, as follows: First, elimination of many non-essentials in library school curricula, to provide for the introduction into library school courses of more definite and extensive consideration of courses relating to library administration. Second, the division of the instructional field between library schools to provide for special instruction by special schools instead of general instruction by all the schools.

Mr Walter stated that the schools have thus far not found sufficient demand for special courses to feel justified in the extra expense necessary to provide such extra courses. At present it seems to be the opinion among those who deal with placing students that the demand is rather for students with general library training who already have preliminary education in special lines and who are wanted in a hurry. This precludes in most cases any sufficient period of training even in the technique of special lines of library work. Until libraries are willing to wait long enough for special technical library training to be obtained, or until the demand for definite special lines of library training seems fairly steady most library schools do not feel that they may properly induce students to train for

special positions unless such positions are likely to be forthcoming.

Miss Plummer said it seemed wise to give everybody a general foundation, as the schools could not control the students and prevent them from taking positions for which they had not been trained. The schools had found by sending questionnaires to graduates that they would not have been willing to have had anything omitted and that they would have been sorry to have lost any part of their course.

Miss Rathbone said the only specialization that library schools can do, in one year at least, is utilizing the specialties that students acquire before they come to the school. She felt that the schools could best serve the profession by placing students wisely so that their previous experience could be utilized.

Mr Dudgeon and Miss Curtis both emphasized the point that what the schools could give the students depends largely on what the students brought.

Mr Brett felt that the training of one year was a very desirable foundation for library work in any line, that in most cases students enter school without any knowledge of what sort of positions they will get, and that the general one-year course is a valuable foundation and exceedingly desirable. Special training was out of reach of many of the schools by reason of the expense involved.

Dr Bostwick called attention to the enormous expansion of the conditions of library work, especially in large libraries in the past 15 years. The question to be answered by the library schools is, has the general training of the schools broadened out correspondingly? Does it give as good a foundation for the expanded library work of today as it did to the somewhat contracted library work of several years ago? He said he was not suggesting that these questions would not be answered satisfactorily.

Dr Putnam said he thought that our entire system of education, from kindergarten through the university, is just now suffering from a curse of specialization. There was danger lest so many

specialized courses would be introduced as to crowd out those which are general and fundamental. He did not see how that many of the studies could be omitted in favor of others tending to specialization. As to the ability of the schools to provide specialization in addition he felt this could not in the nature of things be efficiently provided in any ordinary library school. The preparation of such work must be either in some institution previous to the library school, or secured after the school by direct contacts. In seeking specialties it was his practice, and he thought that of other librarians, to inquire of the schools whether among their students there were any who had had a preliminary education in law, medicine, or applied science, as the case might be.

Miss Plummer stated that in the light of present experience something will have to be done in the way of grading students in the schools. With large classes of students at the age of 20 and upward there will be some students for whom it seems unnecessary to give as much of certain detail as to the younger students, owing to their previous experience.

Dr Hill presented the report of the Committee on deterioration of newspaper paper. (Report in full will be printed in the A. L. A. Bulletin.)

A resolution of thanks was voted to the Chicago library club and to Miss Jane Addams and the other residents of Hull House, for the pleasant evening spent at Hull House on January 2, when Galsworthy's "The Pigeon" was presented by the Hull House players, and opportunity was given for visitors to be shown over Hull House.

On Dr Bostwick's motion it was voted that the Executive board be requested to consider the advisability of sending a delegate to the next meeting of the National municipal league.

For the committee on ventilation and lighting, the chairman, Mr Ranck, submitted a somewhat detailed report indicating the whole ground that had been covered by the committee. (This report will be printed in the A. A. L. Bulletin.)

A. L. A. Conference, 1913

The executive board, at its meeting the first week in January, voted to hold the next conference of the A. L. A. at the Hotel Kaaterskill, in the Catskill mountains, June 23 to 28, 1913. Several other meeting places were discussed and given careful consideration, but the place chosen offered a number of very important and desirable advantages which none of the others gave.

The Hotel Kaaterskill stands in a very beautiful location on the top of Kaaterskill mountain, at an elevation of 3,000 feet above the sea. From the piazza the visitor has an unobstructed panorama, stretching across the Hudson river and valley and the hills of New England, covering a sweep of over 90 miles. The hotel is advertised as the largest mountain hotel in the world, having a capacity for between 1,000 and 1,200 guests, the exact number accommodated depending of course on how many desire to room alone. The A. L. A. will have the *absolutely exclusive* use of the entire hotel during the whole time of the conference, and this feature in itself is very important and always brings about easier and more frequent personal conferences and a general unity which is difficult to obtain where delegates are housed under a number of separate roofs. Any possible overflow will be accommodated at a smaller hotel, a mile from the Kaaterskill, conveyance back and forth being provided. It is not likely, however, that there will be more applications than the headquarters hotel can comfortably handle. There are 700 rooms in the Kaaterskill and annex, 100 of which have private baths. The dining room has a seating capacity for 1,200 people. In the way of amusements the management calls attention to excellent golf links, boating and fishing in a small mountain lake near by, tennis, bowling, driving and motoring, mountain climbing, etc. A new ball room floor was laid in 1912. Meeting halls are adequate to accommodate the general sessions, section meetings and those of the four affiliated organizations.

The following rates are offered for the conference week:

Two persons in double room without private bath, \$3 a day each.

Two persons in double room with private bath, \$4.50 a day each.

One person in single room without private bath, \$4.00 a day.

One person in room with private bath, \$6.00 a day.

The large library centers in comparatively close proximity to the Catskills makes it likely that the 1913 conference will be a record breaker in attendance. The March *A. L. A. Bulletin* will contain further particulars from the Travel committee, but it is hoped that library people will begin at once to plan to go to the Kaaterskill conference.

GEORGE B. UTLEY,
Secretary.

A. L. A. Headquarters.
Chicago, Ill.

American Library Institute**Election of members**

A recent election was held by correspondence, to fill the vacancies in the membership of the American Library Institute caused by the expiration of the terms of seven members. The following were elected for a period of 10 years from January 1, 1913:

Caroline M. Hewins, Hartford, Conn.

R. R. Bowker, New York City.

Theresa Hitchler, Brooklyn, N. Y.

Gratia Countryman, Minneapolis.

W. P. Cutter, New York City.

Electra C. Doren, Dayton, Ohio.

W. D. Johnston, New York City.

Three vacancies in the membership having occurred in the year 1912, these were also filled by the election of the following for a term of nine years each:

Katherine L. Sharp, Lake Placid, N. Y.

George B. Utley, Chicago.

C. D. F. Belden, Boston.

Mrs Theresa West Elmendorf, vice-librarian of the Buffalo public library, was elected a member of the Institute board, for a term of five years.

MARY EILEEN AHERN,
Secretary.

Chicago, Ill.

Library Meetings

Chicago.—The Chicago library club held its regular meeting Thursday evening, December 12, at the Newberry library. This date was the twenty-first anniversary of the club, organized in the old Newberry library. The address of the evening was by Edward E. Ayer, to whose generosity the Newberry library is indebted for many of its most notable collections. Mr Ayer told how he came to start and develop the remarkable Indian and Philippine collection, and later the club, under his guidance, had the pleasure of examining it.

A book symposium, in charge of Mr Roden, of the Chicago public library, covered a list of notable books of the year. The Meredith letters, Mary Antin's *Promised Land*, House of Harper, George Haven Putnam, Curry's *History of Chicago and Fort Dearborn Massacre*, and Paine's *Life of Mark Twain* were cleverly reviewed, with many interesting digressions by Mr Carlton, Miss Warren, Miss McIlvane, Mr Manchester and Mr Bay. Mr Bay presented the members with copies of one of the latest and most characteristic pictures of the subject of his talk—Mark Twain.

At the close of the exercises, the members were presented informally to Mr Ayer and to Mr Burpee, of Ottawa, who was present. A social hour followed.

The January meeting took the form of an evening of entertainment at Hull House, in honor of the visiting librarians. Hull House was open for inspection, Miss Addams received the guests and the Hull House players gave a performance of Galsworthy's "Pigeon."

District of Columbia.—The November meeting of the District of Columbia library association was held at the Public library on Wednesday evening, November 13. Mr Juul Dieserud, of the catalog department of the Library of Congress, read a paper on "Glimpses of literary characters and tendencies in Norway since Ibsen and Björnson." Mr Dieserud characterized briefly but clearly the most prominent writers, and gave a translation of some typical verse, which

not only showed the beauty and the spirit of the original but proved that the translator himself had in him much poetic spirit.

The association's annual meeting was held at the Public library, December 11. Officers for the coming year were elected as follows: President, Mr Paul Brockett; first vice-president, Mr Willard L. Waters; second vice-president, Miss Eunice R. Oberly; secretary, Mr C. Seymour Thompson; treasurer, Miss Emily A. Spilman; executive committee, Mr Ernest Bruncken, Miss Clara W. Herbert, Miss Anne G. Cross.

After the election of officers, Mr Brockett read a paper on "The graphic arts," describing the evolution of printing and book illustration. The paper was illustrated with lantern slides.

C. SEYMOUR THOMPSON.

Iowa.—The work of the Iowa City club opened in October. The officers of the incoming year are: President, Bessie E. Stover; vice-president, Helen McRaith; secretary and treasurer, Eliza L. Johnson. The club now has 16 members from the three libraries in the town, the public, University of Iowa and the State historical society library. At its monthly meetings the club will take up the history of some well known periodicals. Papers on the *Century* and *Punch* have been given.

Montana.—The Montana state library association held its annual meeting at Missoula, December 26-28, at the same time as the State teachers' association meeting.

The opening session was held in the library of the University of Montana, Miss Grace M. Stoddard presiding.

President Craighead, of the university, gave an address of welcome. At the roll call each member responded by a brief report of some special work carried on in her library for the year. This proved a good innovation as it drew the strangers together. A tea at the library closed this meeting.

The leading feature of the morning session on Friday was an address by Mrs K. M. Jacobson, of Spokane, Wash-

ington, before a joint meeting of the Library and Teachers' associations at University hall. Mrs Jacobson talked on the new movement of library extension for Montana. She also spoke informally at the librarians' meeting at the afternoon session. The members of the library association took advantage of this opportunity to ask and discuss many questions. Miss Stoddard, the president, gave a report of her study of California county library system and Mr Lever dwelt on the attitude of pupils toward county libraries.

On Friday afternoon, Prof G. F. Reynolds, of the University of Montana, gave an unusual and charming address on the "New attitude toward English," after which the meeting adjourned.

At six o'clock a banquet was tendered to the members of the library association by the board of library trustees.

The closing session on Saturday was a business meeting. The following officers were chosen for 1913: President, Gertrude Buckhous, of University library, Missoula; vice-president, Mrs R. E. Hammond, Havre; secretary-treasurer, Louise Fernald, Great Falls. The program appointment was: Josephine M. Haley, Helena; Elizabeth L. Thomson, Anaconda, and Mabel Collins, Billings.

Much attention at this session was given to the proposed library bill for extension of library privileges to country people and the betterment of library extension work in general. Miss Buckhous, of University of Montana library, read the bill, which, section by section, was approved, the necessary changes being made when needed.

Miss Buckhous, the chairman of this committee, has spared no pains to make this bill a success and it is the hope of all library people in Montana that the legislative assembly in January will act upon it favorably. The keynote of the entire meeting of the library association has been this contemplated bill which deserves the support of both country and city residents of Montana.

JOSEPHINE M. HALEY,
Secretary-treasurer.

New York.—A meeting of the Long Island library club was held December 5, 1912, at the Pratt Institute free library. Professor Henry Fairfield Osborn, president of the American Natural History museum, addressed the club on the subject "Recent developments in the theory of evolution." He spoke for one hour and held the close attention of all by his interesting and instructive summary of the different researches which have been carried on for the past 50 years to explain the law of evolution.

These explanations or theories group themselves under four heads which have been successively discovered. First, that doctrine of the French naturalist, Buffon, whose theory was that the direct action of the environment of circumstances on animals or plants changed them. Second, that theory of Lamarck, who maintained that the explanation of evolution was found in the inheritance of acquired characters by off-spring through the law of use and disuse. Third, that doctrine of Charles Darwin in his theory of natural selection. This theory in particular caused great controversies but finally the hypothesis of the botanist De Vries seemed to establish more firmly the conclusions of Charles Darwin. Finally, Gregor Mendel advanced his doctrine of heredity and the transmission of unit characters. Professor Osborn showed that this theory forms a strong support for the original selection theory of Darwin. While all these explanations have been advanced for the last 50 years and experimenting has gone on for a long time, yet there is a large number of biologists who believe that there is still no satisfactory explanation of the law of evolution and may never be. His concluding words were:

"I myself think it is quite possible, it is conceivable, that we may never arrive at a satisfactory explanation of this wonderful process,—it may be something beyond human power and intelligence and experiment—yet with all these other men of the laboratory type, I feel we should go ahead, making our experiments, feeling our way, casting aside the theories which have come to be untenable, and

follow along the main line of established thought. It is possible that some second Darwin, some great philosophic mind, such as only seems to come to this planet once in every 2,000 years, may solve this great problem."

ROBERT L. SMITH.
Secretary.

New York.—The second meeting of the Rochester District library club was held at the Reynolds library, Friday evening, December 6. There were 33 present.

The committee appointed to prepare a union list of periodicals and a list of special collections and important sets, made a partial report to the club. There was an informal discussion as to the scope of the work, and the form in which the entries were to be made.

The evening's program included a very interesting talk on "The organization and history of the Reynolds library" by Dr Max Landsberg, president of the Reynolds library board.

After adjourning, the club had an opportunity to inspect the library.

GLADYS LOVE,
Secretary pro tempore.

South Dakota.—The sixth annual meeting of the South Dakota library association was held at Mitchell, Nov. 25-27, in connection with the S. D. E. A.

The sessions were held in the Carnegie library, the president, Miss Edla Laurson, of Mitchell, in the chair. The attendance was the largest in the history of the association, 19 librarians being present out of a possible 40.

The first paper was by R. B. McCandless, of Fulton, who held the deep interest of his hearers while he told in a straightforward way of his successful experiment in founding a free public library in Fulton, a village of only 200 people, the trading place of a community of farmers. Mr McCandless is a banker; and his story of this little library, his difficulties, and his simple, workable methods of conducting its affairs with the minimum of expense and the maximum of neighborhood interest, was inspiring, and led to a lively discussion. The books are kept at the village school house, and

the loaning is managed by half a dozen of the older school girls, who take turns. More than half the borrowers live in the country, and of the 400 volumes available, sometimes 200 were out at once, during the winter months.

A round table discussion, capably led by Prof Hicks, librarian at Dakota Wesleyan university, covered the following topics: Public documents, by Miss McIntire, of Huron college library, read by Miss Miner, of the Yankton College library; Co-operation of the library and the school, by Miss Caille, assistant in the Sioux Falls public library, read by Miss Current, chief librarian of that institution; Library records and time-savers, by Miss Rowe, of the Spearfish Normal School library, read by Miss Miner; and Advertising the library, by Mrs Coshun, of Huron Carnegie library. All the papers contained helpful suggestions, and aroused interesting discussion.

Tuesday morning was devoted to reports on the working of library commissions in various states, leading to the discussion of the proposed commission bill for South Dakota.

Miss Miner read the model law recommended by the League of library commissions. Doane Robinson, state historian, presented a bill, and Miss Steele, of the Hearst library at Lead, led the discussion on "How we can get the bill passed."

The proposed bill was then taken up and amended in several important particulars; notably increasing the commission from three to five members, one of whom should be nominated by the State library association, and one by the State federation of women's clubs; increasing the appropriation from \$1,500 to \$3,000; and taking over some of the work now assigned to the state superintendent of public instruction in regard to the selection of books for school libraries.

Wednesday's session began with breakfast, at which Henry E. Legler, president of the A. L. A., was the guest of honor. With this pleasant start, the librarians settled to the business of the morning.

Mr Powers, of the State Agricultural

College library, gave his paper on South Dakota library progress statistics, not at all a dry subject under his handling. The figures will appear shortly in printed form.

Miss Richardson, of the State University library at Vermillion, gave a delightful description of the Ottawa conference of last summer. Among other happy thoughts she had gleaned from noted speakers were these: "Fifty per cent of a librarian's time should be spent outside the library." "To arrive somewhere under our own steam is a great thing."

Mr Legler's address on "The state's duty to the public library" was very helpful to us just at this time.

An encouraging report was received from Mrs A. Hardy, of Pierre, chairman of the Library extension committee of the State federation of women's clubs. Mrs Hardy has organized two little libraries west of the Missouri—one at Dupree, one at White River. Two papers written by her for state gatherings had been published, and, through the Federation's official journal, had reached every club in the state. About 300 v. have been collected for traveling libraries. Mrs Hardy is now a member of the National library board of the General federation of women's clubs.

The librarians accepted an invitation to meet in Sioux Falls in 1913, and adjourned.

At the general session of the State educational association, in the afternoon, Mr Legler gave his address on The library as a factor in education and in citizenship; and in the evening he was the guest of honor, with President Vincent of the University of Minnesota, at a banquet given by the club women of Mitchell to the visiting librarians. At this time, Mr Legler spoke on "Club women and libraries," thus closing a strenuous day.

MAUD RUSSELL CARTER,
Secretary.

Wisconsin.—The State library association will hold its annual meeting at Wausau, March 5-7, 1913. The program for the meeting is now being prepared and promises to be both interesting and profit-

able. President Evans, of Ripon college, will deliver the evening address. A feature of the program will be a dramatic reading of Sheridan's "The Rivals," followed by a brief epilogue on the aim and pleasure of dramatic readings by Professor Pyre, of University of Wisconsin.

Virginia.—The regular annual meeting of the Library association of Virginia was held in connection with the Virginia Educational conference on November 27, 1912, in the State library at Richmond.

President Dr J. C. Metcalf read his annual address. He declared that the association has accomplished much in its history, but it must set itself to accomplish its most important piece of work in the near future, viz.: the securing of a library organizer to establish free public libraries throughout the state.

Plans, which will be perfected and announced later, were made whereby all the different civic and educational organizations of the state may use their influence and financial aid toward the securing of this organizer. The extension work which had been begun by means of the traveling libraries and the work of the department of public instruction, whereby many permanent school libraries were established, would thus be carried on.

The president appointed Mrs Kate Pleasants Minor and Miss E. B. Martin a committee to get the Richmond *Times-Dispatch* to devote a page to library interest in the state. He also appointed Mrs K P Minor, T. S. Settle, Prof W. A. Montgomery and G. Carrington Moseley, together with himself, a committee to confer with the Co-operative Education association of Virginia in regard to their willingness to help in arranging for a library organizer to go to work at once in the state.

The following officers were elected for the ensuing year: Dr J. C. Metcalf, of Richmond college, president; Mrs W. W. King, Staunton, Va., vice-president; George Carrington Moseley, Richmond, secretary, and Ethel I. Nolin, Richmond, treasurer.

GEORGE CARRINGTON MOSELEY,
Secretary.

Library Schools

Carnegie library of Pittsburgh

Training school for children's librarians

The Training school opened for the winter term on Thursday, January 2. The junior courses for this term are:

Cataloging, Miss Randall; Lending systems, Miss Welles; Book numbers, Miss Mann; Shelf listing, Miss Mann; Story telling, Miss Whiteman; Book selection, Miss Smith, Miss Willard, Miss Ellis, Miss Knight, Miss Bullock; Seminar for periodical review, Miss McCurdy.

The senior courses are:

Book selection, Miss Bogle, Miss Smith; Cataloging, Miss Smith; Reading lists, Miss Smith; Social conditions, Miss Strange.

The junior students are scheduled each Monday morning during the winter term for practice in adult routine work in the Central lending division and in the branch libraries.

Frances Gray, Estella Slaven and Marion Redenbaugh have completed the course in the Training school and have been appointed to positions on the staff of the children's department of the Carnegie library.

Effie L. Power, supervisor of children's work, St. Louis public library, and a member of the staff of lecturers of the Training school, gave a series of 10 lectures February 3-8. Seven of the lectures were on Book selection and one each on Administration of children's rooms, Organization of children's departments and Work with normal schools.

On January 22, Annie Carroll Moore, supervisor of work with children, of the New York public library, lectured before the school on "Work with children in the New York public library."

Alumni notes

Bernice Bell, '13, has received the appointment to the position of head of children's department of the Public library, Louisville, Ky.

Nora Giele, '10, has been appointed librarian of the Free public library at

New Castle, Pa., where she has been children's librarian.

Bertha Livezey, '12, has resigned her position as children's librarian of the West End branch, Carnegie library, to become a member of the staff of the St. Louis public library. Grace Starkey, '11, has been appointed to succeed Miss Livezey at the West End branch.

Alma McGlenn, '10, has accepted the position of librarian of the Carnegie library of Tulsa, Oklahoma.

Pratt institute

Twenty-four members of the class have elected to do practical work in the Brooklyn public library during the coming term. They are assigned alternate Friday afternoons and evenings to 12 of the branches, two of them being scheduled to a branch. This arrangement proved so valuable last year in giving the students a first-hand knowledge of branch library work that the school is more than glad to include this privilege among the opportunities offered by the course.

Miss Hitchler, of the Brooklyn public library, gave the school two lectures in January on "The administration of a cataloging department," and Miss Clara W. Hunt, superintendent of the children's department of the Brooklyn public library, gave three lectures—"The personal relations of the staff with the children," "Planning and furnishing the children's room" and "The administration of the children's room."

Alumni notes

Jessie Kneeland, '07, resigned from the Pratt Institute library, January 11 for an extended period of travel with her family.

Rebecca Adams, '10, has been made assistant of the children's room at the Hamilton Fish Park branch of the New York public library.

Sally M. Akin, '10, has gone to the Public library of Homestead, Pa., as cataloger.

Lily Dodgen, '12, has been appointed to the position of assistant librarian in

the Public library of Savannah, Ga., and is to have charge of the children's department in the library.

Elizabeth Forgeus, '12, has been made an assistant in the Cleveland public library.

JOSEPHINE ADAMS RATHBONE,
Vice-director.

New York public library

During December lectures not already reported were as follows:

For the juniors:

Dr. C. C. Williamson, on the Literature of political science.

Dr. H. M. Leipziger, on Public school extension.

Annie C. Moore, on Christmas book-buying.

For the seniors:

Gardner M. Jones, on Town library finances (2)*.

Frances Rathbone Coe, on Publicity methods for libraries (2).

Elizabeth D. Renninger, on Publicity methods for libraries (2).

Freeman F. Burr, on Literature of ornithology (1).

Freeman F. Burr, on Literature of chemistry (1).

Freeman F. Burr, on Literature of biology (1).

Freeman F. Burr, on Literature of physics (1).

Susan Hutchinson, on the Literature of the fine arts (1).

Harriott E. Hassler, Christmas story-telling, with illustrations (3).

Agnes L. Cowing, Making a Christmas book-exhibit (2).

Annie C. Moore, The Christmas book-exhibit (3).

Annie C. Moore, Illustrators of children's books (3).

Work on picture-bulletins, under Miss Tyler, has been continued through the month by the students in the children's librarians course.

* (1) Advanced reference cataloging.

(2) Administration.

(3) Children's librarians.

The seniors in advanced reference and cataloging had the pleasure of a morning in the library of J. Pierpont Morgan, on November 13, Miss Plummer and

Miss Tracey accompanying the party. The seniors in the course for children's librarians on the same date visited the office of Mr C. G. Leland, of the Board of Education, to learn the methods employed in administering the grade-school libraries of the city. Both the students of administration and the children's librarians made visits to the leading book stores and book-departments of the department stores to see the Christmas display of books, reporting the same to the principal and Miss Moore.

The juniors formed their class organization in November, electing the following officers:

Marian P. Greene, New York, president; Foster W. Stearns, Amherst, Mass., vice-president; Gladys Young, Cedar Rapids, Iowa, treasurer and secretary.

Mr Goodell of the juniors is engaged in putting in shape a list of material on the History of musical instruments for the Metropolitan museum, and Miss Newberry of the seniors is making a bibliography of the material in the library on Joan of Arc for use in connection with the Joan of Arc loan exhibit at the building of the Neumismatic society. Miss Brainerd of the juniors, a partial student, has been appointed librarian of the New Rochelle public library, but will continue her work in the school.

The school had the pleasure of welcoming Dr and Mrs Hjelmqvist of Sweden, at its Hallowe'en party and at various school exercises during their stay in New York. Miss Downey, lately of the Ohio library commission, also spent a day or two at the school, and Miss Ball of the Grand Rapids high school library. One of the pleasantest advantages accruing to the school from its location is the frequent opportunities of greeting librarians passing through or stopping a short time in the city.

New York state library

A farewell reception was given to William R. Eastman on Thursday, December 19, by the library school, his associates on the staff of the State li-

brary and some of his colleagues in the State education department, including two of the assistant-commissioners of education and several division chiefs. Appropriate gifts were presented by the two classes in the school and by his friends in the library.

Miss Martha T. Wheeler has resumed charge of the course on Selection of books. Miss Eastwood, who had charge during Miss Wheeler's absence, is devoting her time to the preparation of the "Best books" list, and Mrs Julia S. Harron, who was temporarily assisting Miss Eastwood, has begun work as library editor of the Cleveland public library.

Lectures by visiting librarians have been as follows:

January 10-13, Carl P. P. Vitz, second vice-librarian, Cleveland public library, Loan work (4 lectures). Mr. Vitz will complete the course later in January.

January 13, Dr Sherman Williams, chief, School libraries division, New York state education department, The library in the school.

F. K. WALTER.

Syracuse university

On January 7, the school resumed its work after the holiday vacation of two weeks. The mid-year examinations were held January 13-22, inclusive.

Since the last report the following lectures have been given by workers from the field:

Dec. 11, '12, Miss Mary Downey, president of the Ohio State library association, on "Values in library work," and on Dec. 18, Miss Elizabeth Clarke, librarian of the Seymour library, of Auburn, N. Y., on "Industrial books and library extension among the factory population."

The senior class in book binding spent the afternoon of Dec. 13 in observation at the book bindery.

On Dec. 14, the class in printing visited a modern newspaper plant where the linotype composition and the making of stereotyped plates were points of special interest. Later a print shop was visited for monotype composition and color

work. Particular attention was given to artistic printing and color effects.

Alumni notes

Ethel Ball, B. L. E., '11, has accepted a leave of absence from the N. Y. public library in order to take a substitute position in Wells College, Aurora, N. Y.

Dorothy Lyon, ex., '05, until recently assistant librarian of the Little Rock public library, Little Rock, Ark., has been chosen its librarian.

Vesta Thompson, '10, has resigned her position in the Public library, Attleboro, Mass. She gives up active library work for the present.

MARY. J. SIBLEY,
Director.

Western Reserve university

During the last few weeks the students have begun their visits to the various libraries in the city in connection with the course in Library administration. These have included two visits of new and unusual interest, one to the law library, which is now located in the magnificent new building of the county courthouse, a recent addition to Cleveland's group plan of public buildings, and the other to a factory where a station of the Cleveland public library is located. Here was seen not only the operation of a large factory but a glimpse of social welfare work as conducted by the employees.

The members of the class were invited to attend two of the lectures on Children's literature given by Mrs Gudrun Thorne-Thomsen before the Training class of children's librarians of the Cleveland public library. The school had the pleasure of a call from Dr and Mrs Hjelmquist of Sweden on the occasion of their recent visit to American libraries. Dr Hjelmquist spoke informally to the students. On January 6, Professor Arbuthnot of Adelbert college lectured to the class in book selection on "Literature of economics."

Alumni notes

We wish to correct the statement made by us in a previous issue to the effect that Agnes Burns, '07, had been appointed assistant in the Santa Barbara (Calif.)

public library. The corrected designation of her position is that of assistant librarian in the Ogdensburg (N. Y.) public library.

Jennie M. Flexner, '09, classifier in the Louisville free public library, has been appointed head of the circulation department of the same library.

Luella E. Stollberg, Western Reserve, '08, who has been first assistant in the Glenville branch of the Cleveland library, has resigned to accept the position of head of the children's department of the Toledo public library.

Ethel B. Copland, '12, has been appointed cataloger in the Fresno, Cal., public library.

Harriet E. Neuffer, '10, has resigned her position in the Miles Park branch of the Cleveland public library and was married on December 24 to George Grover Spitzer of Grafton, Ohio.

Mary R. Norton, '10, who has been ill nearly all of the time since her graduation, died at her home in Cleveland on December 23.

JULIA M. WHITTLESEY,
Director.

Summer school

The fifth annual session of the University of Michigan, summer library school, will open Monday, June 30th, and run until Friday, August 22nd. For further information address Theodore W. Koch, University of Michigan, Ann Arbor, Michigan.

Ralph Waldo Trine, writing in the January number of *Harper's Bazar*, says:

"Each morning is a fresh beginning. We are, as it were, just beginning life. In a sense there is no past, no future. Wise is he who takes today and lives it, and tomorrow when it comes—but not before it comes. The past is of value only by way of the lessons it has brought us. There should be no regrets or crippled energies that result from such. We have stumbled—all have stumbled."

News from the Field

East

Bessie Fox, for several years librarian in the Public library at Plymouth, Mass., was married December 31, 1912, to Benjamin Pease, Ashland, New Hampshire.

A new public library building, the gift of Col. and Mrs. C. H. Greenleaf, of Boston, has been presented to Franconia, New Hampshire. The building will be named in honor of Col. Greenleaf's wife, "The Abbie Greenleaf memorial library."

Anna F. Page has completed 40 years of service as librarian of the Public library of Hallowell, Me. From a small collection of books, kept behind closed doors owned by a stock company, and used only by paid subscribers of \$2 a year, Miss Page has seen the library grow to its present 11,000 v., in its artistic and delightful building. A very valuable collection of imprints and books published in Hallowell, old newspapers and rare matter of historical value, has built up an important museum.

Central Atlantic

The annual report of the Public library of Utica, N. Y., records a circulation of 194,308 v., with 68,310 v. on the shelves. The total use in the reference department was 41,749; Sunday use in all departments, 7,037. Nearly 140 readers took out 559 v. under vacation privileges.

The Business branch of the Public library of Newark, N. J., is suffering considerably from the work of vandals and thieves. A singular fact is that the books which are stolen and those from which pages are taken, would seem to be of a class to appeal only to people of intelligence and business interests.

A life-size bronze bust of Henry George, the work of Richard F. George, the philosopher's second son, who however did not live to see the presentation completed, was presented to the New York public library, January 6. The presentation was made possible by a public subscription.

The report of Columbia university library, for the year ending June 30, 1912, is a pamphlet of 20 pages. The use of

the library has increased largely, the total recorded use of books in the 43 reading rooms being 670,657 v. In addition 185,253 v. were loaned for home use. The most notable accession to the collections is the manuscript papers of Samuel Johnson, first president of King's college; but there are other acquisitions of considerable value and interest. The total book accessions amounted to 23,528 v.; 7,000 architectural photographs were added.

The completion of the new Avery library has made it possible to establish in the general library a bibliographical exhibition hall, and a room for Columbiana.

The annual report of the Public library of Atlantic City, N. J., shows a remarkable growth. The circulation last year was 157,837 v., with 25,347 v. on the shelves. The main reading room contains 1200 reference book; the periodical room receives currently 114 magazines; the medical department contains 577 books, a number of bound volumes and current numbers of 10 medical magazines; the room for the teachers contains material for their own work and for the illustration of lessons; the historical room, in addition to archives and histories, has a fine collection of genealogical material. There are 12,115 card holders, of whom 2,743 were received in 1912.

The building represents a gift of \$71,000, from Mr Carnegie, 11 years ago. Mr Carnegie's gift of \$71,000 for the building is almost doubled by the amount of \$120,760 received since from the city in yearly appropriations.

William R. Eastman's place as chief of the division of educational extension in the New York State library, has been filled by the appointment of William R. Watson, for five years past librarian of the San Francisco public library. Mr Watson graduated from Carleton college in 1890, and three years later entered the New York state library school, which he left after nearly two years' work, in April, 1895, to become assistant librarian of the Carnegie

library of Pittsburgh. For eight years he was Mr. Anderson's assistant in this post and was then called to become assistant librarian of the California state library, where he served for the three years prior to his work in San Francisco. The work of the division of educational extension at Albany is comparable to that of a library commission, and Mr Watson's experience in the California state library, which in organization and work is very analogous to the New York state library, will be of particular value to him in his new post.

Central

Ruth Bosholt, B. L. S., N. Y. S. L. S., '12, has been appointed cataloger in the Minneapolis public library.

The Herbert Bowen branch of the Detroit public library was opened to the public, December 28.

Kate Huber has been appointed librarian of the Public library of Frankfort, Indiana, to succeed Ethel Brumbaugh, resigned. Miss Huber had been assistant librarian for the past several years.

Cora W. Todd, for the past two years Children's librarian in the Public library of Jackson, Michigan, has resigned to take a similar position in the Rosenberg free library, Galveston, Texas. She began her work there January 15.

The eighth annual report of the Public library at Mt. Clemens, Michigan, records a circulation of 31,296 v., with 9600 v. on the shelves. The circulation of non-fiction has increased during the past year, from 12 per cent to 14 $\frac{3}{4}$ per cent. The number of card holders is 4,601.

The annual report of the Milwaukee public library records a home use of books during 1912, of 1,140,803; 41.1 per cent was prose fiction; juvenile was 31.2 per cent. The number of books drawn through the public library was 384,990. The rest were circulated through schools and six branch libraries. Additions for the year were 16,529 v. and the total number of volumes on the shelves is 247,625. The number of card holders is 58,865.

The Public library of Evansville, Ind., dedicated two branches, January 1-4. Addresses were made by various persons interested in library extension, among whom were Dr E. Y. Mullens, Louisville, Ky., Carrie E. Scott, from the Indiana library commission, Pres. Benjamin Bossee, of the Business Men's association of Evansville, and Mrs Gudren Thorne-Thomsen, of the University of Chicago. Various groups of citizens were entertained at different times. Story telling by Mrs Thorne-Thomsen at the two buildings formed an interesting part of the proceedings.

The St. Louis public library has begun a system of hourly book deliveries at the new downtown station. Messengers leave the central building at 10 minutes before each hour and reach the station on the hour.

The library is displaying in its art room traveling exhibitions sent out by the American Federation of Arts. The present exhibition is one of wood block prints, colored mezzo tints and colored lithographs, loaned by the Library of Congress.

The library holds visitors' nights monthly, when special guides are detailed to show guests around the building, which is opened and lighted in every part, including those not usually accessible to the public.

The annual report of the Public library of Chicago shows a total of 2,904,889 v. taken out for home use, a number more than double what it was five years ago. There are now 401 different agencies for library service for the public. The library is now second among libraries in the United States, as regards books issued for home use. As regards per capita expenditure, Chicago is twenty-fourth in the list of the twenty-six largest cities. New York's per capita expenditure is twice as much.

The library celebrated its fortieth birthday in 1912.

The funds of the library are decidedly limited, owing to there being no minimum point in the appropriations. The most important event of the year was the

establishment of the civics room, which has been utilized beyond the highest expectations by all classes of persons.

A branch devoted entirely to work with children is a new experiment.

The last report of the Cleveland public library gives the main figures of the year's work as follows: Circulation 2,395,888 v., 6.6 per cent increase; a present registration of 138,957, 5.6 per cent increase; present number of agencies for distributing books, 429, 9.3 per cent increase; reading and reference use, 1,441,893, 7.5 per cent increase; number of volumes 444,907, 6 per cent increase.

Several new branch buildings were opened and sub-branches in convenient places were organized. Under the stress of the 1 per cent tax bill, which threatened the library, many of the plans were curtailed. No books were bought beyond single copies of important new titles for the main library, and with every expenditure reduced to a minimum, radical changes were made in the plan of the work for the year. In speaking of the situation, the librarian, Mr Brett, says of his staff:

The lack of new books at the branches necessitated increasing the number of interloans and improving the methods for making them; it also emphasized the desirability of simplifying the processes of transferring books from one collection to another and of taking inventory of the loaned collections, and advantage was taken of the slack time in the order and catalog departments to inaugurate a series of changes in methods. The most important of these were a change from the classed accession books, with separate series of numbers for the branches, to one unclassified series of numbers for the system, and the transfer of this work from the catalog to the order department; the modification of the charging system, to charge by class number instead of by accession number; a change in the method of taking inventory; the transfer of eight of the foreign collections to the branches most used by readers in the languages; and the unifying of much of the routine work. These changes, involving also many minor changes in method, and literally thousands of closely detailed changes in records, were put through with enthusiasm and success by a staff which refused to be discouraged by the disappointment about the Main library, the demands

of readers for new books which were not available, or even by the delay until June of salary increases which were due in February. It is indeed with pride in our staff that I call attention to the fact that under these conditions both the hardest and the largest year's work ever accomplished by them is now reported, and that in the face of all these difficulties the statistics above show such large increases.

South

Ora I. Smith has resigned the librarianship of the University of Alabama, and in February will join the staff of the Wisconsin Historical Society library. Miss Smith was graduated from the Drexel Institute library school in 1903, and has served the University of Alabama since 1907.

Alice Wyman, a graduate of the Wisconsin library school, will leave the Alabama Girls' Technical institute at Montevallo, of which she has been librarian for five years, to become librarian of the University of Alabama.

The annual report of the Carnegie library of Atlanta, Georgia, records a circulation for 1912 of 322,749 v., with 61,000 v. on the shelves and 42,597 card holders. Books were distributed through the main building, two branches and six deposit stations. The total appropriation for the year was \$25,229, of which amount \$13,760 was spent for salaries, \$7,500 for books and periodicals and the balance for incidental expenses.

The annual report of the Goodwyn institute library, Memphis, Tennessee, of which Marilla Waite Freeman is librarian, is contained in the year book of Goodwyn institute, 1912-13. Under the terms of endowment, the institute, which is unique in the South, maintains a system of free public lectures and a free public reference library.

The library, while including an excellent general reference collection, specializes in technical and sociological literature, the need for which has been created by the remarkable commercial and industrial growth of Memphis. The library is building up special collections on municipal affairs, business methods, engineering chemical technology, building construction, architecture, practical

agriculture, and social problems. Its material on these subjects includes, in addition to 10,000 v., a cataloged collection of 4,500 pamphlets and clippings, and 300 periodicals. The use of the library as a general information bureau for business men and others has been greatly increased by an attractive card in the street cars.

West

Edith Weaver has been appointed librarian of the Public library of Shelton, Nebraska, to succeed Gladys Adams, resigned.

Pacific Coast

Celia Gleason, for 24 years connected with the Los Angeles public library and for 14 years assistant librarian, resigned December 24, to take the position of county librarian in the newly established library of Los Angeles County, Cal.

A new public library building for San Francisco seems at present a certainty. It is planned that the site of the future splendid structure shall be in a civic center on what is now City Hall avenue and Market street. The cost of the site and building and furnishings will be nearly \$2,000,000. Of this sum, \$750,000 will be a gift from Mr Carnegie.

Minnie M. Oakley, for the past 18 months head of the branch department of the Public library of Los Angeles, California, resigned her position in November for a year's travel abroad. Miss Oakley was formerly connected with the Wisconsin historical society library at Madison.

The report of the State library of California shows that there are 21 county free libraries in that state; one library district library; two highschool district libraries; 124 libraries supported by city taxes; 66 law libraries, of which 55 are County law libraries; 58 County teachers' libraries; 329 libraries in educational institutions, of which five are Universities, 9 Colleges, 6 Normal schools, 241 public highschools, 68 private schools and other institutions; 50 miscellaneous institution libraries, and 66 association libraries; 54 subscription libraries. There